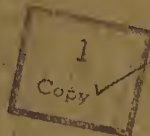


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Report

ON THE



Rosenwald School Buildings

BY

F. B. DRESSLAR

BULLETIN NO. 1

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THE JULIUS ROSENWALD FUND
NASHVILLE, TENN.

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INTRODUCTORY

In many ways the most significant and substantial of the forward movements in the South and one that is touching more people and vitalizing more interests than any other movement of its character is the Rosenwald School-Building Program. This movement began when Mr. Julius Rosenwald, one of America's most distinguished citizens and philanthropist, put into the hands of the late Dr. Booker T. Washington a sum of money sufficient to make an experiment in school building in six rural communities of Alabama. Dr. Washington felt that with a few hundred dollars from outside sources he could encourage the colored people and induce the white people by private contributions and official appropriations to add to Mr. Rosenwald's gift a sum sufficient to erect and equip a modern one-teacher school building for Negroes in each of these communities. Mr. Rosenwald was so well pleased with the success of this experiment that at the present time he is providing a budget of something like \$140,000 a year for the building of rural schools for Negroes in eleven Southern States.

In four years 720 of these schools have been built under the direction of Professor Clinton J. Calloway, director of the Extension Department of Tuskegee Institute; at a cost of \$1,133,083, of which sum \$337,192 represents public appropriations; \$88,445, private contributions from white people; \$430,381, the gifts of colored people; and \$227,065, the gift of Mr. Rosenwald. It will then be seen that the beneficence of Mr. Rosenwald has produced an additional sum of \$906,018, all of which has gone directly into providing improved facilities for Negro education in the South. In all of this work Professor Calloway and the Rosenwald Committee at Tuskegee has had the most helpful co-operation from the County and State Superintendents of Education and the State Supervisors of Negro rural schools in the Southern

1920

States in which the Rosenwald Rural School Program operates.

Another result of the Rosenwald movement—larger and more important—is the awakened sense of greater responsibility, not only on the part of public school authorities for Negro education, but the deeper concern of the people in general for more adequate educational provision for Negroes. An indirect but no less significant result of the movement has been the added stimulus given to education in general in the South, which is bringing increased appropriations in almost every community.

These Rosenwald schools are not merely school houses in the ordinary sense, but they are community centres, from which influences radiate into all the avenues of Negro life, and where not infrequently both white and colored people meet for the consideration of matters affecting the general welfare of the community. It was my privilege recently to share in such a gathering in North Alabama, where the principal of the white high school suspended the regular school work and brought his faculty and student body to the dedication of one of these Rosenwald Schools, which had been recently completed through the united efforts of citizens of both races. It was one of the most interesting and helpful meetings in which it has been my pleasure to participate. The multiplying of such centres throughout the South, as Mr. Rosenwald is doing, is setting in motion a sentiment for inter-racial good will and co-operation, out of which there must ultimately come the larger freedom and greater justice for which all true Americans are striving.

We are fortunate in being able to present this report on the Rosenwald School Buildings. Dr. F. B. Dresslar, who made the survey of these schools at the request of Mr. Rosenwald, is qualified by long experience in such matters to present a report which would be at once frankly critical and helpfully constructive. Dr. Dresslar before accepting the Professorship of School Hygiene at the Peabody College for Teachers at Nashville was a specialist in School Hygiene and Sanitation in the Bureau of Education, Washington, D. C. We therefore heartily commend his report

to that earnest, patient, forward-looking group of men and women of both races who are striving so faithfully in the rural sections of the South, to carry out Mr. Rosenwald's wishes and to dispense his philanthropy in the wisest possible way.

ROBERT R. MOTON.

Tuskegee Institute, Ala., March 15, 1920.

THE AUTHOR'S INTRODUCTION

To Mr. Julius Rosenwald:

My Dear Sir:

According to your direction I spent practically all of the time from August 13th to September 28th, 1919, in the field traveling and studying typical Rosenwald School Buildings.

You realized that the time at my disposal was totally inadequate to see all the buildings which you have very generously helped to erect, and so directed me to see merely types in as many States as I could, giving the preference to those States which have erected the greatest number of buildings. Accordingly I visited 4 schools in Macon County, 3 in Conecuh County, 2 in Lowndes County, 3 in Montgomery County and 3 in Chambers County, Alabama. In Georgia I had time to see 1 school near Grantville in Coweta County, and 1 in Heard County. Due to the lack of time and to the fact that Mr. Button was ill when I reached Kentucky, I saw only 1 Rosenwald School in that State. In Tennessee I visited 2 in Madison County, 3 in Fayette County, and 7 in Shelby County. While in Louisiana, I visited 1 in East Baton Rouge Parish, 1 in East Feliciana Parish, 4 in Lincoln Parish, 2 in Caddo Parish, and 4 in Beauregard Parish. In North Carolina I examined 2 schools in Moore County, 1 in Richmond County, 1 in Mecklenburg County, and 1 near Wilmington. Thus in all I saw 47 schools. While I am extremely sorry that I did not get to visit a larger number, and especially to see types in all the 10 States in which you have given generous help, I nevertheless feel that I got a point of view more or less general and must content myself to report accordingly.

Fortunately I saw buildings in all stages of construction as well as those completed, or left incomplete, and hence can judge more accurately of the workmanship as well as the standards of construction used.

F. B. DRESSLAR.

Peabody College, Nashville Tennessee.

TYPES OF BUILDINGS

The types of buildings, now being erected with Rosenwald aid, are so much better than those which preceded, that one is loath to criticise or in any way point out faults. Nevertheless in the interest of progress and economy, both in planning and construction, there is still room for much improvement.

The one-teacher type with industrial room, such as is represented in general by No. 11 in the Tuskegee Plans, is being used too generally as a two-teacher school.

This has come about by reason of the striking increase in attendance induced by the "New Schools." Children, who before had attended schools in adjoining districts and were compelled to use old types of buildings, generally bad and uncomfortable, have voluntarily attached themselves to the "New Schools," even at the sacrifice of walking a long distance. Also the new buildings have doubtless in some instances been the magnets to attract families to their neighborhoods, and likewise held those who were there. I did not have the time nor the opportunity to gather data to substantiate these statements in all cases; but I did make inquiry of teachers, patrons and County Superintendents and their statements bear out my observations and conclusions. Furthermore I have been profoundly impressed with the earnest, commendable desire and eagerness of the colored people to give their children an education, and to secure better advantages for them through better school houses. So it seems to me perfectly obvious, that the one-teacher building has largely served its purpose, and that consolidated schools or at least buildings which will afford accommodations for several classes, as well as industrial opportunities for all, must from now on command special consideration. To be sure there are many small, isolated communities where the one-teacher building is still needed, and where it would not be wise to undertake to construct larger buildings; but because of the decided social tendency for the colored people to gather in communities, and the growing number of those who own farms in these communities, it seems to me it would be a very wise policy indeed to study all these conditions most

carefully and locate school houses accordingly. In this way fewer mistakes will be made and altogether better results will be obtained.

Of course the problem of caring for the children of tenants on small plantations and in communities where comparatively few colored families live, is an important one; but because of the fact that white people in such communities will realize more and more that in order to keep their help they must give the children of their workmen desirable school buildings, the problem of getting proper school facilities in these neighborhoods will be easier than it was a few years ago, before Mr. Rosenwald offered aid. In fact it appears certain that one element operating forcefully in the present stage of progress in furnishing better buildings and better school facilities for the Negro children in communities where white people predominate, is just this one of holding tenants and laborers in general. But above and beyond this must be held in mind the stronger social and religious call for Negroes to segregate themselves into communities where they can purchase land, gather about their churches and schools, and freely mingle with their own people. In such communities the need will be met most satisfactorily by consolidated schools. The problem of distance from such a school is not so serious with them as it is with the white children, for, if I may judge from general observation, the colored children are most willing to travel comparatively long distances to school if by so doing they get into a "big school," for this is much to their liking. May I also say at this point that the type of school now designated as a "training school" is more nearly in line with their needs and social demands than any other. In fact the ideal suggested by "training school," if it is clarified and made practical will eventually produce one of the most effective rural schools either for whites or Negroes. But in locating this type of school a large foresight is demanded of County Superintendents, and State Supervisors, and special care must be taken to select wise teachers, and especially a principal who can and will realize exactly what his people need, and to lead them skilfully to accept the very training they should have. A

mistake is being made now I fear by locating such buildings on lots entirely too small to permit or even suggest the development of the chief function as I conceive it of such schools. And not only the size of the lot but the kind of soil must be considered. In addition to these fundamental needs the site chosen must anticipate the possible permanency of a community, and likewise contribute to its permanency. And finally the solution of the problem of planning a type of building or buildings to construct will demand a comprehensive power of prophecy.

Recurring now to the one-teacher type with an "industrial room," mentioned above, I wish to point out some defects of plan No. 11, which has been used with some modifications, pretty generally in several States. In order to have at hand some standards for guidance in studying this type as well as others, permit me to set forth some fundamental demands in school architecture.

1. All class rooms demand, in our latitude, an east or west exposure to the light. That is to say class rooms are most satisfactory both from the point of view of school work and sanitation when their light windows face either the east or the west. The reasons for this demand are as follows: A class room with light windows facing the East will afford opportunity to give the whole room a sunning every clear morning before school opens, and while shades must be used for an hour or so after school begins to shield the children seated near the windows from the direct sunshine, after about ten o'clock the shades can be rolled up until the opening of school the next day, with the consequences that the room will have abundant light, the teacher be relieved from any further trouble with the shades, and ventilation—either by lowering the upper sash, raising the lower, or by a combination of the two—will not be interfered with by the shades. In contrast with this exposure, a class room with windows facing toward the South, will demand adjustment of the shades all day long in sunny weather to shield the children seated near the windows from the direct rays of the sun, while those seated at a distance from the windows will suffer for lack of sufficient illumination on their work because the shades must be

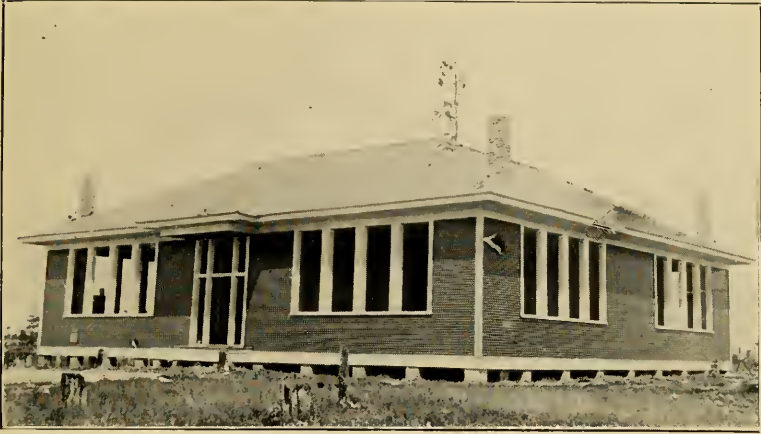
pulled down to shield the others. Besides, a southern exposure of the windows will permit over half the room or the desks to receive that purification by direct sunshine necessary for the most perfect sanitation, because even in the shortest day in winter the direct sunshine will not reach more than half of the room. It must be remembered that direct sunshine is the most effective and at the same time the least expensive germicide known. Then in warm weather southern exposure is more uncomfortable all day long than either east or west exposure and ventilation through windows more difficult because of the necessity of partially closing the windows with shades. Through an intensive experience of more than 25 years of school work I have yet to see in our latitude a class room with southern exposure as satisfactory as one, other things equal, with east or west exposure. It will be easy to see, from what has just been said, that a class room whose windows face the west may on clear days get a complete sunning after school, if shades are rolled up, and that the children near the windows will be troubled with direct sunshine on their desks only for an hour or so before school closes in the afternoon. Thus all the children are handicapped less, the teacher is less frequently troubled manipulating the shades, and ventilation is more easily secured than in class rooms with light windows facing toward the south. If class rooms get their illumination from the north, they will never get a sunning worth anything either summer or winter, and will not therefore, be as wholesome a place in which children may live and work together as those receiving either east or west light. Besides on dark days a northern exposure will not command sufficient light for children to do their work safely. May I interpolate here, in the interest of economy, the statement that, in those buildings now erected with class rooms whose windows face the north, there is no need at all of shades except where the windows have been set too near the floor, and in this case the shades should be fastened to the bottoms of the casings to be unrolled upward, simply to raise the bottom of the windows above the line of vision when the child is seated at his desk. But where the bottoms of the windows facing the

north are set 4 feet above the floor, there is absolutely no need for shades, and in fact the children are safer without them, for many teachers, unfortunately, pull down shades if they are there just out of habits acquired at home regardless of the hygienic needs of pupils in school.

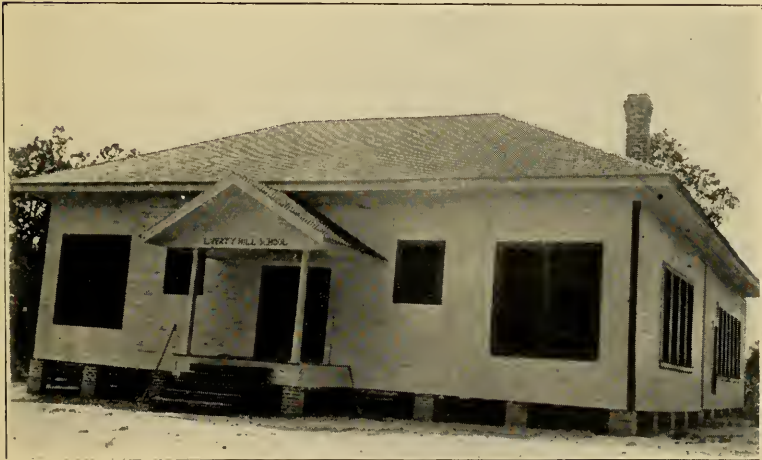
2. The next fundamental demand I wish to bring to your attention is the necessity of unilateral lighting. By this I mean that class rooms should have light windows only on one side. Let me use the photograph of the new building at Longville, Beauregard Parish, Louisiana, as an illustration of the troubles which will inevitably follow when windows are placed on two sides of a class room. See Illustration No. 1, p. 13. Suppose we take the righthand front room as we look at the photograph. One of three things is bound to occur: either the teacher will have to face the light, the pupils will have to face it, or the shades on one side must be drawn down and kept so all day long. If the teacher chooses to suffer instead of the pupils, she must accordingly seat her pupils to face toward the hall so that the light may come from the left side of the pupils, and her desk would be next to the hall side of the room, and of course she would either have to face the side windows or cover them up with shades, for a teacher cannot properly manage her school when she is seated behind her pupils. But a more serious result would follow in this room with the children facing toward the hall. The room would be too wide for those children seated to the left of the teacher, as she faces them, to get proper illumination at their desks. If she were to attempt to cover up the front windows and face the children toward them, then she would have no blackboard near on which she may illustrate her work, or upon which assignments could be indicated, neither would there be sufficient means for hanging maps, charts or any other sort of illustrative material. Besides it is very difficult to cover up such windows, as we have here, with shades that will not let through rays of disturbing light, and especially when shades run unevenly or when through use they become frayed or curled at the edges. Why then should we go to the expense of setting windows if they must be covered with shades? But the question will arise at once, "What

are you going to do for cross ventilation on hot days (and the Southern States have many hot days during the school year), if you do not place windows on two sides of a class room?" May I answer by saying that if you mean to have the windows open on two adjacent sides so that a breeze may sweep across the room, then of necessity either the teacher or pupils will be compelled to face the light and neither of these alternatives is justifiable as we have pointed out. No worthy teacher would for a moment expose her pupils to this hardship, rather than subject herself to it, and so it always works a serious hardship to the teacher, and only indirectly to her pupils. I say indirectly to her pupils because the strain and nervous fatigue incident to facing a glare will inevitably lower the health index of the teacher and render her less useful and less acceptable to her pupils. However if she were to do this and have the desks set facing the wall opposite the front windows, as we look at the photograph, then of necessity the children would get the light from their right side, and since nearly all of them are right-handed, they would have to work in the disturbing shadows of their own hands while using a pen or pencil.

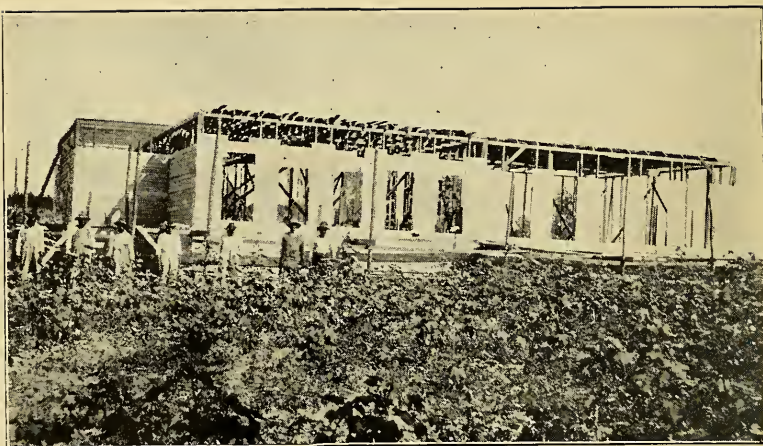
But may I now ask a question and suggest its answer: "Is it not possible to get cross ventilation in class rooms in the South and at the same time maintain unilateral lighting?" I answer "Yes it is," and it might have been accomplished in the very room we are studying in the Longville School for less money, and greatly to the advantage of all concerned. Suppose we were to open into the hall two "breeze windows" set above the blackboard, remove the front windows, and open the front and rear doors of the hall. We could then put a black-board where the front windows now are, the teacher could place her desk here and the pupils' desks set to face her. Then neither she nor the pupils would have to face windows, and the illumination would all come from the left of the children when seated at their desks. Furthermore, if these "breeze windows" are properly placed and left open, a more *direct* cross ventilation can be maintained in the class room than is possible with the windows on one side and one end as they now are, for the inlets and outlets of the breeze would be directly



LONGVILLE SCHOOL, BEAUREGARD PARISH, LA.
See the text of the Report for some discussion of this building, page 11.



LIBERTY HALL, LINCOLN PARISH, LOUISIANA
1. Note how low the windows are, and how the wind may sweep under.—Why?



SUNSHINE SCHOOL, LINCOLN PARISH, LA.

1. The building is badly located; lower side up on high small pillars; built in a cotton field.
2. Note how the windows were to be set; got to it in time to correct, with permission of the County Superintendent, and State Supervisor.
3. Building very lightly constructed and will soon sag and skew.



BEEEMIS SCHOOL, MADISON CO., TENNESSEE

1. This is the best constructed Rosenwald school seen, but it was badly placed, and on insufficient ground.
2. The building was not being kept clean, and the toilets, though with good cement pits, were very foul. They had not been emptied for a long time. The condition of these was reported at once, and we were assured they would be cleaned next day.

opposite each other. This is not a mere theoretical statement, for experience has proved its practical value. In addition to the use of the "breeze windows" which, by the way, give no disturbing cross lights, doors into the hall from the class room may be left ajar to further increase cross ventilation. The danger of disturbing one class, by another in a class room opposite, can be obviated by locating the doors so as to be staggered along the hall. In other types of buildings sufficient cross ventilation can be frequently secured through doors opening into libraries, work rooms or halls, and in such cases breeze windows can be eliminated. These breeze windows should always be set opposite the light windows, and above the black-board. In case it is necessary to set them in an outside wall instead of into a hall, as could have been done in the Longville School, they should be permanently covered with shade cloth; and should be set on side pivots so that the top may be pulled in and the bottom out. This method prevents difficulty from beating rains when they are set in an outside wall, and makes it easier to handle them. However in inside walls they may be hinged at the side and open in, for they will be above the head of the teacher and can be easily swung back against the wall. They should be made to fit carefully, so that no difficulty will be experienced in opening or closing them. Two of these half windows set properly in a wall directly opposite the light windows will thus afford a better opportunity for real *cross* ventilation than full sized windows set in adjacent walls, and will permit a breeze to sweep the *whole* room instead of approximately one-half of it, and at the same time make it possible for proper light for both the teacher and pupils.

But there are those who are fearful that if unilateral lighting is used, the class room will not command sufficient illumination. Frankly there are difficulties here, and many class rooms with unilateral lighting but with windows improperly set, are badly lighted. In fact I saw a number of Rosenwald Schools (See Illustration No. 2, p 13) where serious mistakes in this particular had been made. With the hope of helping to prevent further errors in setting

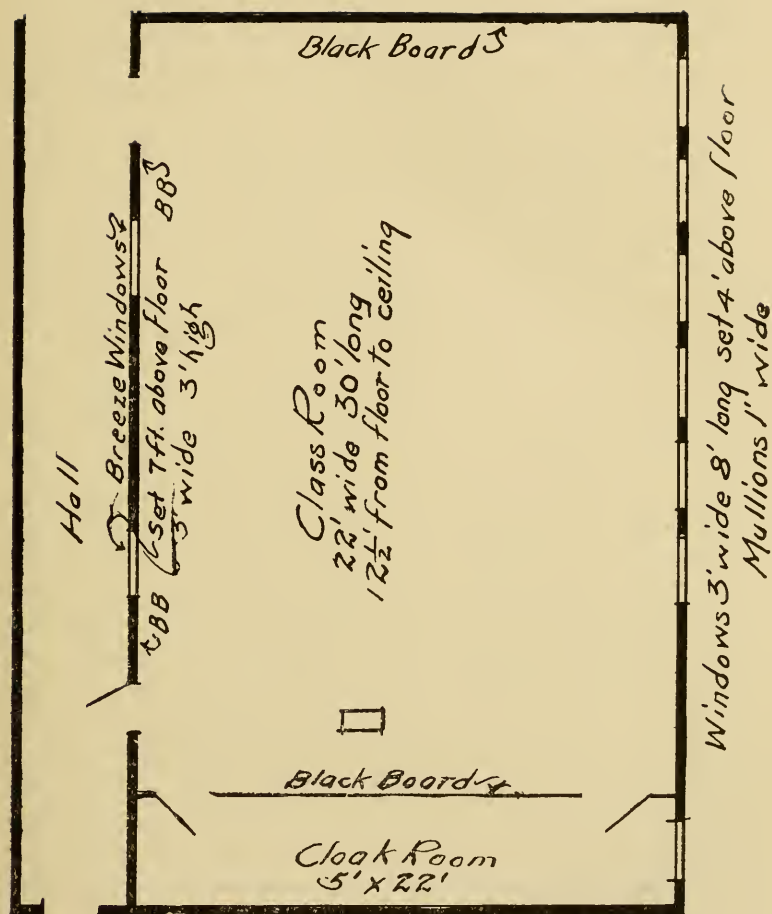
windows it seems best at this point to explain the best practice somewhat in detail.

All class room light windows should be set at least four feet above the floor, be made to reach within six inches of the ceiling, the mullions between them made as narrow as construction will permit, and the amount of glazing be approximately one-fifth of the floor surface. In order to make this point more specific, suppose we take a class room 30 feet long, 22 feet wide and $12\frac{1}{2}$ feet high from finished floor to finished ceiling, and this is the size that should be adopted in all consolidated schools at least; for it will furnish room for 40 to 45 children in single desks, or from 48 to 54 in double desks, and no teacher should be called on to teach a greater number. Such a room has 660 square feet of floor surface, and therefore should have approximately 132 square feet of glazing. We can therefore set either 6 windows, 3 feet wide and 8 feet long, or 5 windows $3\frac{1}{2}$ feet wide and 8 feet long in a wall 30 feet long and $12\frac{1}{2}$ feet high and have ample space. In the first case, with 6 windows, if we allow mullions a foot wide between them, we will have used only 23 feet of the length of the wall. In the latter case only $21\frac{1}{2}$ feet would be used. In both of these cases, the windows should be grouped as near as possible to the rear on the left side of the pupils, so as to leave most of the unoccupied wall space toward the front of the room, for it must be remembered that the center of population in a class room is back of the center of the room, because of the need of unoccupied space near the teacher's desk. Besides, windows too far toward the front of this side, will bring direct light into the eyes of some of the children. In the first case we will have 144 square feet of window space, while the latter we will have 140 square feet. This is ample in either case. These calculations however have doubtless suggested some questions which we must now proceed to anticipate and answer. "Why place the bottom of the windows 4 feet above the floor?" May I ask the reader to perform the following experiment before reading the answer to this question: Place yourself so your left side is near an unshaded window, the bottom of which is well below the level of your eyes

when you are comfortably seated. While reading in this position have some one alternately interpose and remove a shade or chart to cut off the light from below, to a point an inch or two above the level of your eyes, and sense the difference in your feelings of ease or the opposite. Try the same experiment with children and teachers. The result will be decisive in each case. The chief reason for the relief, which comes when the bottom of the window is thus raised, is that the pupils of the eyes are then automatically adjusted to the light reflected from the book, whereas when the bottom of the window is below the level of the eye the stronger light from outside reflected directly into the eyes, commands an adaption of the pupils of the eyes different from that needed for the page of your book, which gets its light from above. Whenever therefore we set windows in a school room we must make sure, if we wish to save all this strain and waste of nervous energy, to lift the bottoms of them above the level of the eyes of the children when they are seated at their desks. I found many Rosenwald School buildings in which this hygienic precaution had been neglected. In fact I found very few of them in which the windows in this particular had been properly set. May I illustrate by a photograph taken of a building which I saw in Lincoln Parish, La., (See illustration No. 3, p. 14) during the process of construction and in time to direct differently. The bottoms of these windows would have been about 30 inches above the floor, and the tops considerably over 2 feet lower than the ceiling. This mistake was being made because the colored workmen seen in the foreground had not been directed exactly what to do, and so were doing the best they knew, which you will see was bad enough in this and other points about the windows. And this brings us to the next suggestion concerning proper fenestration in school buildings—viz., that windows should reach as near to the ceiling as possible. If a room is 22 or 24 feet wide and is lighted from one side only, the light will carry across in sufficient amount only when the tops of the windows are approximately 12 feet above the floor. The rule in this country is that the height of the tops of the windows above the floor should be approximately one-

half of the width of the class room. In foreign countries, especially those further toward the north than ours, this ratio is three-fourths. That is, the rooms must be narrower or the windows higher than generally demanded in this country. I found a few buildings in the construction of which this rule was recognized and acted on, (See as an illustration of this, illustration 4, p. 14), but I saw many new buildings where it was not heeded, and the illustrations show many under construction where it was being totally disregarded.

Permit me to illustrate these demands of fenestration by means of a drawing on page 19, showing a floor plan of a class room. This room as you will see is 30 feet long and 22 feet wide, and we shall make it $12\frac{1}{2}$ feet high from finished floor to finished ceiling. The desks are to be set so that the pupils will face the teacher, and hence neither they nor the teacher will have to face the light. The light windows are set 4 feet above the floor and are on the left of the pupils when seated. These windows are 3 feet wide and 8 feet long. This will bring the tops of them to a point 6 inches below the ceiling. There are, as you will notice, 6 of these; hence approximately 140 feet of glazing, which is ample for efficient lighting for this room in the Southern States. I have made the mullions (or the supports between the windows) 1 foot wide, which with the use of strong timbers over the windows and 2 studdings, each full 2 inches thick and 4 inches wide spiked together, will give, with the window frames and boxes for weights, ample support for the roof in one-story structures when the sides of the building are securely tied together with joists. You will notice further that the dead wall space in the front end of this wall is 5 feet wide, while that in the rear is only 2 feet wide. By this means the center of the illumination is slightly to the rear of the center of the room, and the children in the rear of the room are less subjected to direct light in their eyes. On very bright days, the front window may be closed by drawing down the shade, and further protection from light directly in their eyes be secured without cutting off too much light. If you wish to make the light windows $3\frac{1}{2}$ feet wide, instead of 3 feet wide, 5 windows set in exactly the same



way will give approximately 130 square feet of glazing which because of the better grouping will give practically the same amount of illumination, and leaves a "dead" wall space in front $6\frac{1}{2}$ feet wide, instead of 5 feet wide as in the former case.

You will notice further, that in the wall directly opposite the light windows two "breeze windows" are shown 3 feet long set 7 feet above the floor, which will be above the black-board needed on this wall. These windows, which should also be about 3 feet wide, should, if they open into a hall, be hinged on one side so that they may be swung back into the class room to give direct cross ventilation. If they are set in an outside wall, they should be pivoted on the side (as mentioned elsewhere), covered with shade cloth, and made to tilt into the room when cross ventilation is needed.

I have also shown in this floor plan two doors entering the class room, one near the teacher's end of the room and one near the rear. Two doors should be used when they open into a hall, but only one, that near the teacher's desk, when opening outdoors or into a vestibule. These doors, as suggested above, can also be opened in hot weather for cross breeze purposes, and hence you will see that this room is really better adapted to get direct cross ventilation than a room would be with light windows on two adjacent sides of the room. It is never wise to set "breeze windows" in a wall either in front of the teacher or pupils; unless perchance such windows would open into a hall, and even then they are of little value for they would not command direct cross ventilation.

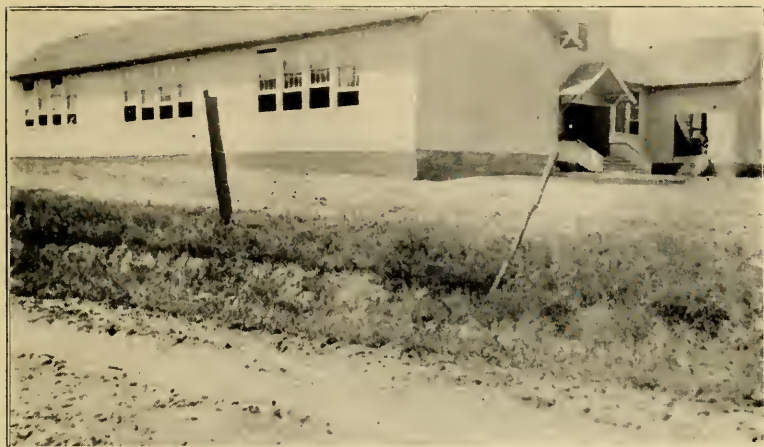
With the hope that these fundamental demands have been stated clearly and the reasons made plain, I wish now to recur to our discussion of types of buildings; but meanwhile wish you to remember that the principles of fenestration stated above apply to all types. The type to which I first called attention, that in general represented by No. 11 in the Tuskegee Plans, can be used satisfactorily only when it is set so as to give east or west light in the class room. In other words no plan of a school building however perfect it may be for a location with a given orientation, can

be used with complete satisfaction for another orientation. That is to say a building planned to face a roadway running east and west, cannot be satisfactory if it be used to face a road running north and south. Take as an illustration the Somerville Training School building in Tennessee (See illustration No. 5, p. 23). If this building were made to face east or west instead of north or south (It faces north and occupies an angle at the intersection of two roads), it would be wholly unsatisfactory. The question which would naturally arise in your mind is this: "Why could not this building be placed on a road running east and west, for there is now a road to the east of it?" I answer that if there had been no road directly in front of the entrance now facing the north it would have been almost impossible to have persuaded the builders to set it with the *side* toward the road. Country people, and for that matter nearly all people, want a front door and a front entrance toward the street or road from which entrance is made. It looks awkward, and is awkward, to have a front door on the side of a house situated on a single road or street. Hence there is need for a plan which suits a road running east and west, and another plan for a building to be situated on a road running north and south. It is possible where a large lot is to be used, to park it skilfully, and by entering on a curve, to make one plan suit either location, but I have found it practically impossible to get this done because it runs contrary to an almost universal custom, and almost inevitably prejudices the community against the building. The safest and easiest method therefore is to have plans made to follow the usual custom and this always calls for *two* sets of plans for the same type of building, one to be marked for use when a road runs east and west and the other to be used to face a road running north and south. The failure to understand these problems has operated to make a good plan bad about half of the time. I found only two Rosenwald buildings with their sides to the only road near, as in these cases they ought to be, and these were identically alike and both built in the woods on crooked roads. (See illustration No. 6, p. 23).

If the foregoing discussion is clear you will at once see that all plans should state clearly what direction the

main entrance should face in order to insure correct orientation, and that two plans for each type of building should be made, one to front toward the north or south, and the other toward the east or west, and each should be clearly marked so the proper one would be selected for the lot to be used. Fully half of the Rosenwald buildings visited are, as a result of attempting to make one plan face any direction, improperly lighted even though using unilateral lighting and otherwise good windows. When the problems here involved are thoroughly understood by all who are charged with the duty of planning and erecting school buildings, much trouble will be obviated.

The next problem to which I wish to call your attention has to do with the planning of buildings to which additions are to be made at some later date. If I mistake not, this problem is already demanding solution in many places. I believe that all of the State Supervisors will agree that the "New Schools" or "Big Schools," as they are often called, are filled up and overflowing long before it was expected, and frequently more room is urgently needed in a year or two. Other things equal that plan or type which lends itself to proper enlargement at the least cost, and with the least destruction of the architectural unity of the building, is the type which should be used. It often happens that a community has in mind for the future a larger building than it needs now or can construct with the means at hand. Hence it wishes to make a beginning, which will be at present satisfactory and yet permit of additions and still be satisfactory. The question of consolidation has already been mentioned, and the type of building now under discussion is urgently called for. I wish to suggest therefore that several distinct plans for this purpose should be worked out and the value of them be made clear both to Supervisors and County Superintendents. At the risk of including in this report matter that may not have been in your mind when I was asked to make the survey, I am showing on separate sheets two floor plans of buildings which readily admit of additions without marring or partially tearing down the original units. You will notice that in each of



SOMERVILLE TRAINING SCHOOL, TENNESSEE



PROSPERITY SCHOOL, MOORE CO., NORTH CAROLINA

1. This is one of two buildings found not fronting on the road and properly so. But the L to the left faces the wrong direction. This method of making an addition always introduces this if the original structure was correctly placed.
2. But what of the cupola? Think it away and you will feel how much better the building would be without it. These are remnants of church architecture, and have no reason for continuance.

these I have made provision, from the beginning for an auditorium or assembly room. One of the needs which impressed me most, was the great importance to the colored people of a common meeting place. Their churches are denominational yet and will be for a long time to come and there is no place to which all may go with equal rights save the public school. The attempts often made to turn two class rooms into an auditorium by folding doors is rarely wholly satisfactory. For in the first place such rooms are not properly proportioned for a convenient auditorium, and then the inherent difficulty of opening a wall between two class rooms with folding doors, swinging partitions or any other sort which has been devised causes both class rooms to be noisy, makes it exceedingly difficult to handle an audience easily, to place blackboards properly and satisfactorily, and such doors are rarely if ever easy to open and close. If then we can suggest a type with an auditorium which at the same time may be used for a study hall, a gymnasium, an assembly room, and a class room, we can make the building more useful, and if at comparatively little greater expense, then we have made a very great gain, especially if it will better permit of enlargements later at a minimum cost.

The drawings or sketches herewith included and numbered A, A1, B, B1, C, C1, D, D1, pp. 71, 72, 74, 75, 77, 78, 80, 81, represent suggestions made for the purpose of illustrating how this type of buildings and some others may be planned. I have used such in many parts of the country and they give good satisfaction, and lend themselves to a pleasing style of architecture. There are two difficulties with this type however that you should bear in mind. They require slightly more fuel because of the greater extent of outside walls, and they demand larger grounds than the more compact type. These difficulties are more than offset in my experience, however, by the ease additions can be made, by their better appearance, by their greater flexibility in use, and by superior isolation of class rooms with reference to noise or disturbance from one class room to another.

SELECTION OF A SCHOOL SITE

Recurring to this topic, which was merely mentioned above, I wish to emphasize somewhat in detail the great importance for the sake of the building, and its general usefulness, of a wise and farsighted policy in selecting school grounds. In the first place if a low or flat piece of ground is selected it will be a very difficult, if not impossible task, to construct a basement under a part of the building in which a safe central heating plant can be installed and so drain it as to make it always dry and sanitary. A good dry, well lighted and well ventilated basement is one of the most useful adjuncts of any school building of more than one room, or for that matter of any country home. And I wish to say here that, when appealing for good basement rooms in country schools, I have distinctly in mind the values these can be as models and suggestions to country communities for their homes as well as for schools. Comparatively few people in the South realize these values, and fewer yet know how to make basement rooms, either worth while or sanitary. At the risk of being a bit tedious I wish to state as clearly as I can, if proper ground for the building has been selected, how a basement may be kept dry, made sanitary and usable all times of the year. If a basement is 7 feet in the clear from the bottom of the lower side of the floor joists, then it will call for an excavation approximately $4\frac{1}{2}$ feet deep. This will allow for the walls to extend $2\frac{1}{2}$ feet above the level of the ground, so that the building will not appear too high and too many outside steps be needed to enter. This calculation is made on the assumption that the building is to be placed on a level spot with the ground sloping away from it at least on one side and preferably all sides. This slope must be sufficiently extended so that a farm tile drain placed all around the building at least 8 or 10 inches below the lowest part of the basement floor, will be able to discharge freely on the surface of the ground without the necessity of having to extend the drain too far, though it is better for it to discharge some distance from the building. You will notice that the drain is to be dug all around the building, and should be 4 or 5

feet outside of the foundation walls with, of course, a sufficient regular fall toward the outlet to keep it well drained. By this means all waters in the ground making toward the basement will be caught in this drain and carried away before reaching the building and the water line will be permanently kept below the basement floor, and hence no ground water can enter it. Naturally the ground about the building must be banked and sloped so that during heavy dashing rains surface water will be carried away quickly and in no place come in contact with the walls. The usual method of running a drain into one corner of a basement, or even all about the floor, is bad, for it will only require a moment of thought to see that such drainage would not keep the walls dry, and often not even the floor. By placing the drain outside and all around the house as I have indicated the ground water cannot get to the walls, nor dampen the floor, and hence there will be no need for any drain into the basement. Keep the water out, rather than try to get it out after it has come in.

Ordinarily, unless stone is encountered or a very long ditch is necessary to bring the outlet to the surface of the ground, it is not an expensive undertaking to drain a basement in this way. Common 3-inch farm tile should not cost more than 5 cents a foot, and the only care needed is to lay it carefully, fasten it with loamy soil, or gravel, and of course see that it has a fall from every point toward the outlet. The dirt taken from the ditch can then be replaced and there will be no trouble.

A good basement is better when it is finished with a concrete floor, for it can be kept cleaner. Permit me to say here, while speaking of concrete floors, that many people have an erroneous notion that water can be kept out of a basement by cementing the sides of the walls, and laying a concrete floor. Where the water line is naturally low, this may serve fairly well, but if the water line runs much above the floor the pressure will force the water through the sides and floor, and a wet, damp, insanitary basement will result. The only safe way is drainage by the method

I have outlined. A good school basement offers opportunity for the installation of a central heating plant, for the storage of fuel and for the safe keeping of potted plants during holidays in cold weather, for canned fruits and such vegetables as a school might wish to use for the preparation of lunches or community dinners. Best of all it will set a community example of how to construct it and make it one of the most useful parts of the house.

In this connection it should be said that you cannot keep the walls and basement of a house free from moisture if eave troughs are not used, and the down spouts from them discharged into a few joints of sewer tiles and carried away from the building. If this is neglected, and rain discharged directly from the eaves, the ground about the walls will be saturated and through capillarity keep the walls damp even to some distance above the ground. Obviously in certain sections of the South, as in parts of Louisiana, Mississippi or Alabama, because the land is flat and the opportunity for proper drainage lacking, no basement should be planned. Unless it is dry it will be worse than useless.

The next point to consider in selecting a site for rural schools is that of the size of the lot and its availability for agriculture, or at least gardening. I believe it to be indeed a short sighted policy which counsels or permits the selection of a site for schools such as we have in mind, of so restricted an area, as to make it impossible for any real work to be done in agriculture in some of its most important phases. I am well aware that it is a difficult matter at this time to command the services of teachers, who, with both learning and practical skill in agriculture, can set and maintain good standards in both lines. But the time is near at hand when just this must be done, and unless the land is at hand our difficulties will be multiplied many fold.

In the next place, good play grounds should be available and every effort made on the part of those in authority to see that community sports should be encouraged. Play is a fundamental demand and cannot be sacrificed except to the harm of all concerned.

CONSTRUCTION OF BUILDINGS

The thing of superlative importance to all who are planning to build, is to have clearly in mind definite plans, so completely worked out and thought out that not only the general outlines can be easily held in mind, but also the details of material and workmanship. Comparatively few country carpenters can read a complicated blueprint and follow it in all its details, unless some one who understands every part of it goes over it verbally with them.

It was my good fortune, as I have stated elsewhere, to see quite a number of Rosenwald buildings in process of construction, and to be able in this way to see to what extent the builders were following or departing from the plans furnished them, and also to see how completely or incompletely the plans furnished them had been worked out by those guiding or supervising the construction. As a result of my observations of those buildings under construction, and also those already built, and from direct conferences with the builders, County Superintendents, and State Supervisors, I have the following suggestions and recommendations with regard to construction of buildings to bring to your attention:

1. The plans, which have been worked out and approved for Rosenwald Schools, have in many cases been followed only in a general way. The reasons for such liberties taken or changes made may be stated as follows: (a) Occasional changes have been made to meet local needs and conditions. These in general have not operated to harm the children, nor to the disadvantage of the building. (b) Many liberties have been taken with plans by County Superintendents without consulting the State Departments or at least without their guidance. In most cases these liberties with the building plans have resulted in serious blunders, for it is a rather rare County Superintendent who has studied school architecture enough to find out that he does not know anything about it. To be sure they are all interested in this work and are anxious to do their best; but definite knowledge and valid reasons are necessary to guide. When one sees a good building almost ruined by improperly set win-

dows, just to suit the desires or ideals of one who does not know that he does not know, it requires a good deal of patience and self control to keep faith. Whether the authority of the County Superintendent is superior to the State

Department or not, under the agreement with Mr. Rosenwald there is to be direct co-operation between his agents and the constituted authority of the State and County, so that all County Superintendents are morally bound to construct Rosenwald buildings according to plans furnished, or at least to some modification of these plans, or a new plan agreed to by all concerned. I wish to recommend, therefore, that State Rural Supervisors insist that no Rosenwald school house shall be constructed unless he has definite knowledge of all changes and consents to such changes. In other words that Mr. Rosenwald's agreement must be carried out as conscientiously as possible. Again and again I have found buildings completely built without the least previous knowledge of the State Supervisors as to how they were built, notwithstanding the fact that Rosenwald aid had been given and used in the construction of the building. I am sure that it has never occurred to Mr. Rosenwald, nor the workers at Tuskegee, that this financial aid should carry with it in the least the power or desire to dictate or in any way to dominate the school house situation in any State. But as I conceive it the aid is offered on certain laudable conditions—viz., to help to set better standards of school architecture and to help create better educational conditions primarily for the children of the colored people. It would have been a great loss to the States if the ideal of better buildings had not entered into this contract, for this has done a great service to stimulate interest in good rural school buildings throughout the whole South. So when we argue against taking liberties with plans, or making any changes not carefully considered, we do it with this larger ideal in mind. One of the results of this work and the one in which Mr. Rosenwald should find much satisfaction, is the fact that the best rural school buildings for Negroes are now serving as both incentives and models for those in authority who build for rural white children. Again and again I heard it said "this is one of the best school buildings in

the county for either white or black," and everywhere there was the feeling expressed or unexpressed that if the white people do not bestir themselves, the best rural school buildings and the best rural schools in the South will serve the children of the Negroes. I am glad to say that when this comparison was voiced to me by white people it was done without bitterness or jealousy, for all recognize that the time has come when country children must have better care at school and at home if the nation is to keep its balance, and the best in country life made available. (c) The next reason or cause as it seems to me for neglecting to use the approved plans more consistently is the fact that a greater variety of plans is needed and more complete directions given for those already agreed upon, whether furnished by Tuskegee or by a State Department and agreed to by Tuskegee. Elsewhere I have discussed at some length the need for two distinct plans for each type of building so that the one designed to face east or west or north or south as the case may be, may be selected as the lot upon which the building is to be placed would dictate. This is really of fundamental importance and we cannot reasonably expect more than half of the buildings to be acceptable if all were built according to either one of the approved plans, for in the long run as many school lots will be selected on roads running east and west, as on roads running north and south. Therefore I repeat that it is very important to prepare two distinct plans for each type and make it clear that one is made to front *only* toward the *east or west*, and the other *only* toward the *north or south*. This demand has not been supplied either from Tuskegee, or by any of the State Departments.

2. The workers on the buildings under construction were not being sufficiently supervised by either the County Superintendents, the State Inspectors, or any one with adequate knowledge of the proper construction of all parts of the building so as to be able to carry out the specifications properly or to know what to do when directions are insufficient. Not only is this more or less technical supervision necessary but the mechanical work was being imperfectly done, because there was no one in authority who

was able to set better standards of workmanship. In the main the work of constructing these buildings is done by the patrons of the school, and their labor usually constitutes a part of their contribution to the building fund. They are by no means skilled carpenters, and need the guidance of a first class conscientious carpenter. In almost every case there were several men at work who were able to do only the rougher parts of the work. There was usually a "foreman" who knew something about building, but knew nothing about the peculiar needs of school buildings, and hence whenever no specific directions had been given, he directed as if he were building a cheap farm house. I do not mean to imply that all the new buildings I examined, and all of those under construction, were poorly built in all parts; but none of them showed that care in selecting material and in construction a good workman would demand. Allow me to illustrate: weak studding were as likely to be used where the strain would be greatest as where it would be least; nails were driven nearer the ends and edges of weatherboarding than was necessary and as a result the boards were frequently split, and of course would soon pull away from the frame work; slash grain boards were not always placed in the floor where the wear would be least; sufficient bracing of frame was rarely seen, though there was plenty of scraps of lumber unused with which this could have been done at very little expense, and would have added much to the value of the building; window frames were not always properly set and fastened securely so as to make the sash fit snugly and yet be easily raised or lowered; floor joists were frequently left with insufficient bridging, and as a result the floors would sag and creak under your weight. Many more similar defects in workmanship were noted, but these will suffice to confirm the value of my contention that more continuous and more thoroughgoing supervision is urgently needed, if we expect to get the fullest possible value for the money invested, or the greatest results in setting standards of school house construction.

I am in doubt as to the best method of organizing the forces now at work to make sure that this much needed supervision of construction, in its fullest sense, can be

brought to pass. In fact I am at a loss to see how it can be done by them with all their other tasks demanding time. The most logical officer to do this supervision is the County Superintendent. But I found school houses completed that County Superintendents had never seen before they accompanied me on visiting them. In some cases even the locations of the school houses were in doubt and we had difficulty in finding them. It is possible for him to delegate authority to some local man, and depend on him, but such a procedure would more than likely put the work in charge of one who knew even less about school houses than a County Superintendent, and I wish to say here very frankly, but out of no spirit of criticism that very few County Superintendents the country over, North, South, East or West, have had opportunity to really make any serious study of school buildings, and as I have said elsewhere, they do not know or feel that much skill or information is needed. I see no immediate relief in this direction.

If we should conclude that more help in this line can be expected of the State Department of Education in the several States, we at once see how difficult it would be for them to supervise personally all the construction work in all parts of the State. It isn't enough to see a building just before it is completed, or after completion to pass on it and receive or reject it officially, though this is useful and necessary. But if the work has been done improperly or the plans have been followed carelessly, the money has been spent and any attempts to reconstruct or correct will likely make trouble, and will certainly entail added and unnecessary expense. Indeed I found many Rosenwald buildings, especially in Alabama, that had been passed on and officially accepted and were yet incomplete; some of them had been used in this condition for two or three years, despite the laws of the State, and the agreement entered into in order to command the Rosenwald aid. I should not want to be held responsible for the successful completion of a building if it were impossible for me personally to see the work begin, and to see it at least four times during its progress and completion. This would require at the minimum two weeks of time, strategically divided, for each building, for at each visit minute and careful directions should be

given and sufficient time be spent with the builders to make sure of every step. Since, however, most of the buildings are under construction during the summer months, it would be physically impossible for a State officer to look after more than 8 or 10 buildings at the same time even if he had no other duties to perform, especially if they were widely separated. Therefore I do not see how we can reasonably exact of him this much needed service. I found no State Department in any of the States visited with competent and sufficient force at command to do this work. I am loath to recommend added workers which would entail additional overhead expenses, but the need is so urgent that I see no other way out at present.

The best plan I have been able to think out and present for your consideration may be stated as follows:

The State Supervisor of Negro Schools should be given the power and the funds, to employ a sufficient number of competent construction supervisors for such time as their services are needed to supervise the construction of all the Rosenwald buildings. Such Supervisors should get full and specific information from the State Agents and through them from the Rosenwald Committee. They should be required to familiarize themselves with every detail of plan or construction for the buildings they are to be asked to look after, to familiarize themselves with all the legal requirements, to keep in touch with expenditures, aid County Superintendents to get the best contracts for materials or supplies, to help locate buildings on lots selected, to guide especially in the location and construction of sanitary toilets, and to advise with reference to acceptable water supply. They should be paid a reasonably good wage, required to make a report on all phases of their work, and confer frequently with the State Agent. During the winter when little building is done either the Rural Supervisor or some member of the State office might be able to do the work without special aid. Since one cannot anticipate with certainty the number of Rosenwald buildings to be erected in the year in any State or exactly how this building program is to be distributed throughout the year, the State Supervisor of Negro Schools

should be given a good deal of freedom in calling for help when needed, and in selecting those helpers whom he can safely trust both as to knowledge of standards, and ability to get the work done properly.

Such a plan as this would of course demand the utmost co-operation between the State Supervisor, his helpers and the County Superintendents directly concerned, else useless and discouraging complications would result. Naturally a County Superintendent is vitally and officially involved in the erection of every public school in his county, for he must handle and account for all public funds used, and this plan does not in any way contemplate lessening his legal and necessary authority. It simply attempts to put at his disposal competent supervision of the construction of Rosenwald schools, and when he asks for Rosenwald aid and accepts it he does so under the conditions set forth. All co-operative work demands clear understanding on the part of all involved as well as a real spirit of co-operation. I saw not a single instance of willful, or even unintentional antagonism, between County Superintendents and State Supervisors concerning Rosenwald aid, or Rosenwald buildings. I did feel however that the State Supervisors of Negro Schools in certain cases had to be very cautious and were at times placed in positions making it almost necessary for them to agree to what had been done despite the fact they knew it was wrong. How could you condemn a building in the construction of which Rosenwald funds had already been used, and you had not had either opportunity or time to supervise its construction, or possibly to make the plans so clear and specific that mistakes would have been avoided? Rosenwald aid has never been forced on a county, but Rosenwald standards should be maintained if the aid is voluntarily sought and accepted. No one can possibly take exception to this statement, when he realizes that these standards work no hardship, but in every case make for the good of every one concerned. The fact is these standards need revision, upward instead of downward.

3. The next question which I wish to call to your attention under this general topic, Construction of Buildings, has to do with the foundations of the buildings. The build-

ings are almost invariably set on brick pillars, as will be seen by reference to the photographs of the buildings constituting a part of this report. Moreover these pillars are often small and so tall as to lift the buildings high from the ground. Especially is this true when the building site is on a hillside, or rapidly sloping ground. This type of foundation gives many of the buildings an exceedingly awkward appearance, often necessitates a long flight of front or rear steps, and, more serious than either, allows the cold winds of winter to sweep under the buildings without hindrance. This last fact should be considered in connection with a defect discussed at some length later, and that is the custom of constructing these buildings with single floors. I found that few of these pillars were set deep enough in the ground to rest on a solid footing, and consequently the buildings are specially liable to settle unevenly and the pillars to twist or lean. It is mistaken economy to slight a foundation in this way, for no building with a faulty foundation, can stand evenly and safely. This truth needs no further proving. This form of foundation for buildings is almost universally used for modern farm houses throughout the South, and possibly owes its origin to the notion that it is healthful to give the wind a free sweep under the house. It was formerly thought, you will remember, that malaria was due to damp air emanating from the ground and hence houses should be lifted high off the ground and in no wise enclosed to keep out the wind. Whatever the origin may have been, a great majority of the people still claim that it is dangerous to neglect this precaution. Plainly if building sites are damp and no drainage is instituted to keep the water line low at all times, and especially to keep surface water from running under the building, then this custom of using such pillar foundations has some reason in it. But it would be a very useful and strategic thing to do, to use the Rosenwald buildings as a means of teaching a better way, if it can be shown there is a better way. In the first place, if you will study the photographs, especially those shown on pp. 59, 60, you will see that practically all leveling up for the foundations was accomplished by relative height of pillars, and not by leveling the ground,

at least to some extent, before the foundation was started. In most cases it would entail a very slight expense to level off the ground to a reasonable degree, and so protect it by drains as to keep the ground under the house dry. Then comparatively low pillars and connecting underpinnings with gratings could be placed at less expense under the house.

4. Certain obvious weakness or defects in the construction of Rosenwald buildings observed could not be charged to County Superintendents, to State Agents, or to the builders, and perhaps to no one in particular. They are due to the attempt to get too large a building for the money at command. This has resulted in using cheaper grades of materials, to the elimination of proper finishings, and in many instances to fundamental essentials. I wish to make this point quite clear and hence I wish to illustrate what I mean by going somewhat into details:

(a) The sash used in most of the buildings is entirely too light. This is poor economy for there is not sufficient contact with the wood between the glass and outer edge of the sash to give sufficient contact for the putty to hold. It is almost universal to find the putty dropping away from the sash. In some instances buildings which had not been in use more than a year had lost a good part of their putty and hence the glass was easily knocked out and the sash were being subjected to the weather to such an extent that it will be only a short time until the bars rot in two and the whole sash will have to be replaced. It is difficult nowadays to get a good grade of putty and still more difficult to have it put on carefully so as to take hold and fasten itself firmly to the sash. One reason for this is doubtless due to the fact that the sash have not been oiled thoroughly before the glazing was done and when the putty was put on the dry wood absorbs the oil from the putty so rapidly as to dry it out quickly and give it no chance to adhere. While this may not seem generally important, I wish to assure you that it entails more serious disturbances than one who has not watched these things carefully can easily believe. I found many buildings with panes of glass missing, largely due to the fact that the putty had fallen out and the cross

bars in the sash were so light as to make it difficult to set enough fasteners in the sash to hold the glass firmly before the putty was applied, for if these are driven in firmly they are likely to split off the dividing partition between the glass and thus at once render the window defective. I therefore strongly recommend that heavier sash than has been thus far specified be used in the construction of Rosenwald schools. To be sure the expense will be greater but it will, in the long run, be far more economical. Moreover the sash should be thoroughly oiled before it is glazed, and then should be painted immediately if possible so as to give the putty a chance to take hold before it dries out. It was really very discouraging to see how universal this defect is.

(b) The hardware selected is also faulty because of the attempt to save expense, but I submit that hinges to doors and door finishings should be strong and capable of resisting the rough wear and tear on all school buildings. When a door hinge is broken, it is the rare teacher or principal who will see to having it fixed at once, and it is more rare to find a local Board of Education which will respond immediately to demands for repairs, and the result is that doors are allowed to go from bad to worse until they are practically ruined before any attempt is made to correct or repair. Good hardware is an absolute essential to the economical upkeep of school buildings as well as for their protection when school is not in session.

(c) Likewise the glass used in most of the windows is a very thin, cheap type of glass which refracts and reflects the light in an unsatisfactory manner besides being easily broken by the least accident. At this point it may not be out of order to suggest that it is better to have solid doors than doors with glass in them; for, despite all teachers may be able to do, during summer and especially when the doors are opened, a sudden breeze may slam the doors and break the glass. Besides children are not as careful with doors as are adults and we cannot expect them to be. All these difficulties and the expense of repairing are more serious than one could easily imagine, because oftentimes these buildings are far in the country and it is difficult to get

any glass, new sash, or new hardware, even if the funds were at command. And so the building is allowed to go into bad repair and, in a way, lower the respect of the pupils for the building, thus having a bad educational effect.

(d) As suggested previously it is almost universal to find the floors in the Rosenwald buildings of single thickness. This too is probably due to the attempt to get too large a building for the money at hand and hence stinting in those parts which seem to the builders non-essentials. I wish to say as emphatically as I can that double floors in school buildings, and for that matter in dwellings, are very essential and, in the long run, much more economical than single floors. It is almost impossible to prevent a single floor from opening, especially if it has not been treated properly, and so in the winter time great cracks appear through which cold air rushes in to keep the children's feet cold and to carry dust and dirt from the outside into the class rooms. Besides a floor will last much better when reinforced by a floor beneath and it will then be more solid, will be kept from shrinking and swelling so frequently as a result of dampness and above all will save much discomfort and likewise fuel.

(e) It was rare to find a floor which had been properly cared for. Even if good flooring had been used, it had not been filled or oiled to prevent shrinking and also to prevent wear and tear. It must be remembered that a school room floor has to stand up under a tremendous amount of daily usage. It is difficult to keep school buildings clean despite the greatest care the teachers and principals may exert, for children are careless and forgetfully carry in on their shoes much sand, grit and mud which drops off in the school house and wears the floor badly. But to make matters worse, I found a very serious habit of scrubbing school floors two or three times a year. It may sound strange to you for me to argue against scrubbing floors, for this is the one standard of cleanliness that all country people seem to have. I want to make it clear, however, that scrubbing floors is not only a very direct method of destroying floors but it is also a very insanitary method of cleaning floors. When a floor is scrubbed the boards take up the water, dirty or clean— and it is generally dirty—the boards swell and

then when they dry out shrink. These alternate swellings and shrinkings inevitably loosen nails, open cracks, loosen splinters, and offer the best possible opportunities for wearing and tearing the floor. It would be a very great service to all new school buildings, and for that matter the old, for all teachers to discontinue all forms of scrubbing with wet mops or brushes. You will doubtless raise the question at once, how are we going to clean the floors if we are not allowed to scrub them? I reply, "by good sweeping, by scrubbing with dry brushes, or at times by scraping." But if the floors had been treated originally with the proper amount of oil or any other good filler and then kept oiled as needs dictated, it would be much easier to keep them clean than those which had not been so treated. Sweeping ought to be done with some sawdust preparation containing a slight amount of oil, a little sand, and possibly a small amount of wax. Practically in every section of the South sawdust is easily obtained and if a school is not able to buy the commercial preparation known as "Dustdown," a teacher can easily make a good preparation by taking clean sawdust, mixing with it a small amount of light oil or kerosene and then stirring into it a small amount of clean white sand. Enough of this can be prepared to last many weeks and when it is necessary to use it in sweeping, dampen it a little with water, but not too much, so as to pick up all the dirt and dust and leave on the floor a slight coating of the oil contained in it. I know of no other way to keep floors so clean and so well preserved. Floors so treated will last much longer, keep in better shape and be more sanitary than those that are scrubbed or handled in the ordinary fashion.

(f) If this advice concerning the care of floors be taken to heart and the Supervisors, County Superintendents and all concerned make an effort to teach the teachers how to care for the floors, then the results of this error would more than pay for all the expense entailed in this investigation. I make the last statement because I know how increasingly difficult it is to get good flooring at a reasonable price and I know how difficult it is to keep a school sanitary and comfortable with bad floors. It is the poorest

sort of economy as well as bad sanitation to neglect the floors of school buildings and subject them to useless wear and tear. It was suggested previously in this report that very frequently imperfect floor boards were put in places where they got the hardest usage instead of selecting the very strongest and best boards for these places. It will pay any County Superintendent, or for that matter anybody who is charged with the construction of school buildings, to make a study of the particular parts of a school floor which must endure the greatest amount of hard usage. It is plainly about the doors, along aisles, near the teacher's end of the room and also in the rear about the cloak rooms, that there are particular places which receive very hard usage. Builders ought to know where these are and be directed to be especially careful in selecting the most resistant boards for these spots. Generally speaking a foot or so from the walls around the building there is comparatively little wear and here, if it is necessary to use slashed grain boards or those defective in any way, they may be best used.

(g) A great variety of roofing has been used and I must say that in the main the roofs have thus far stood the strain pretty well, but here again to economize beyond the line of safety is to increase expense in the end. Not only must the materials for the roof be selected with care but careless work in putting it on often accounts for much difficulty and in this connection I wish to state that some type of eaves trough should be used and down spouts so placed and guarded as to prevent the rain water from dampening the walls or the ground underneath the school building. I am well aware that gutters and down spouts are troublesome for they must be kept clear of dirt and leaves, must be kept in good repair and well painted or else they will last only a short time. The walls of no building can be kept in good condition, especially if there is a basement under the building, unless the water from the roof is carried a safe distance away from the building before being thrown on the ground. I found comparatively few of the buildings equipped with eaves troughs and proper down spouts and still fewer where care was taken to see that the water was carried well away from the building.

(h) The weatherboarding now commonly used is entirely too thin to withstand the hot drying sunshine of the South, together with its heavy rains, for this shrinking and swelling soon splits it, it rots about the nails and in a short time is ready to fall off. I strongly recommend that instead of using the thin dressed weather boarding that heavy undressed boards should be used and that these should be stained instead of painted. A good brown stain is harmonious with the ordinary school environment, will last much longer than a coat of paint in the climate of the south, and is really more beautiful than the dressed painted house. I found a few buildings in Louisiana so finished and they were proving very acceptable and cost no more than the dressed thinner lumber. Besides the building is more strongly braced by such boards. It is well, I think, that these boards should be wider than the ordinary weatherboarding so that better fittings can be made at the laps.

(i) When plastering is to be used, a good sand finish gives the best results for school purposes and here again the attempt to economize by using a poor grade of plaster is a blunder, for it will soon crack and drop off and in a very short time the building will look badly and actually deteriorate very rapidly. If plastering is used, by all means see that there is enough cement in it and the best of other materials to make a good bond and let it be well put on, for this will not only wear well but gives a very pleasing color to the building and is more easily kept clean than a white-coated plaster. It is the prevailing custom, however, especially in most Southern States, to use lumber for ceiling. This is very effective and very good if it is of a good quality and put on with care. Knot holes in the ceiling are very objectionable in many ways. In the first place they look bad and in the second place they offer an opportunity for all sorts of wasps and insects to betake themselves in winter and to offer a chance for them to disturb the school later in the year. A ceiling should be made of thoroughly seasoned lumber and so carefully set that it will not open and offer cracks through which dust and wind may keep the building uncomfortable.

TOILETS

I believe I can safely say that I found not a single really sanitary toilet in connection with any of the Rosenwald buildings visited. In the first place many of the buildings devised and constructed for toilet purposes were very poorly built, and of the cheapest sorts of material. Most of them leak badly, the boards are imperfectly joined and not battened, the doors were never fitted properly and now mostly off the hinges. The seats are made of boards with square rough holes in them, without lids. There was no thought of making any seat the proper height for the smaller children, nor of making the hole of the proper size. For the most part these buildings were not put on any foundation worth speaking of, hence they lean and are askew in many ways. The seats are often befouled, the floor dirty and insanitary and no serious attempt was ever made so far as I could see to enclose them sufficiently to keep out flies, mosquitoes, or any other insects. They were usually placed over a shallow pit which was simply dug in the ground without retaining walls of any sort. Hence as the pit caved the building would lean or be displaced accordingly. Some of these structures were totally roofless or with such an inadequate roof as to offer no protection at all from the rain. (See illustration No. 7, p. 45). There are a few with neat and well built buildings. (See illustration No. 8, p. 45) But even these would in time respond to caving pits and soon become foul and uninviting to say the least. I found a few schools with only one toilet, and some with none at all.

Those who read this part of the report will know that it was written with the knowledge in mind that practically half of the farm houses of the South have no toilet facilities at all, while less than 10 per cent have, even applying low standards, what could be classed as sanitary toilets. I fully expected therefore to find at the schools home standards reflected in this particular. But the agreement entered into in order to qualify for Rosenwald aid specifically calls for two sanitary toilets. I submit that before you can expect this part of the agreement to be carried out, some more definite and higher standards of sanitation must

be specifically outlined, and those seeking aid told unequivocally that unless these standards are met and kept no aid can be granted. Here again it should be made plain that there is no desire on the part of Mr. Rosenwald or any of his agents to dictate or dominate. It is strictly a voluntary affair as to whether the agreement is accepted or not; but once accepted it ought to be kept not only to the letter, but also in the spirit. This of course gives Mr. Rosenwald the opportunity he is seeking—viz., to bestow his benefactions in such a manner as to help those who receive them to help themselves to better and higher standards of living. I recommend therefore that instead of relaxing and lowering standards, to set higher standards of sanitation and insist on them being kept faithfully if aid is sought and the agreement accepted.

On page 34 of the bulletin issued by the Extension Department of the Tuskegee Institute in 1915, and entitled "The Negro Rural School and Its Relation to the Community," it is correctly stated that the best and safest method yet designed for the disposal of sewage in the country is that known as the septic tank. But in the next sentence it is stated "as this method is somewhat expensive it is at present out of reach of the average rural school." I wish to subscribe to the first statement, but also to express my regret that discouragement too great for the rural folk to overcome was expressed in the second. Truly in the long run a septic tank is the most economic form of decent toilet not to mention its sanitary superiority.

On the same page of this bulletin you will find a building designated as "Sanitary toilet using pit system." This looks well in the drawing, but how long do you think it would take in most places in the South for this pit to fill with water even if it were banked and in a comparatively dry place? There are few places where the water line would not reach this pit several times a year, and where this pit would not cave in, open holes to the rear and sides and finally undermine the foundation. This type is rarely sanitary for any length of time, and quickly degenerates into a nuisance. This statement reflects my observation at nearly all the many country schools, including the Rosenwald



FT. DEPOSIT, ALABAMA

Does this look as if it should satisfy the agreement for sanitation?



A neat toilet building; but the foundation should have been above ground. I fear the pit will be full of water and mosquitoes a good part of the year.

schools, and country homes I have visited. The bucket type is far better if only the buckets were emptied and kept dry; but these too are left to their fate, which means a nuisance, just because nobody will see that they are properly cared for. The only hope I can see therefore to ever get real sanitary toilets in the country is to set standards at country schools and teach people that sanitary toilets can be built, and that they can be so constructed that they will demand little attention and this will not be onerous or disagreeable to give. I therefore hope and recommend that in future agreements between Mr. Rosenwald and those who ask for aid it shall be explicitly stated that wherever it is practicable septic toilets after an approved type and built under competent supervision, be specified as one of the conditions for receiving aid. If this is not done, it would be better to eliminate all reference to toilets, for as it is now the agreement is not being carried out in reality and the people are learning nothing about this form of sanitation. Septic tanks are not so expensive to construct as the statement quoted would imply, especially where the patrons if shown how will gladly do the work of constructing them. They will cost more than a hole in the ground and a miserably uncomfortable and disagreeable shack over it. They are worth more. A good septic tank with a decent house would cost \$25 to \$35 all told. The material should not cost more than \$15 and in some places less. Kentucky has built many of these at country schools, and they cost in the neighborhood of \$25 each. It must be stated here however that in low, badly drained sections it would be a mistake to attempt to install septic tank toilets for they are, under these conditions, but little better than the pit type. In places where good, safe, and regular drainage can be had, they will last indefinitely, will demand no attention for several years, except to pour in a bucket or two of water when the water line within them drops below the outflow pipe.

In those flat and undrained sections where a septic disposal system would fail, either the bucket type should be used, or some other method devised for removing the night soil regularly and frequently.

It would prolong this report unduly to enter into an

explanation of the method of constructing septic disposal toilets, and it does not seem necessary for this information may be had in printed reports and any good book on rural sanitation.

May I say here that I found very few if any toilet buildings decently shielded with shrubbery or vines to make them less conspicuous and suggest that sense of propriety schools should strive to develop. I commend the attempt to bring this about as shown on page 37 of the Tuskegee bulletin mentioned above. This advice however has apparently been neglected and I sincerely trust that County Superintendents and Rural Supervisors will set to work at once to start a movement for this bit of local pride and decency, as suggestions for homes as well as for the schools. It will not be enough to talk about it, but such supervision should be given to see that it is properly done. Neither shrubbery nor vines should be placed too close to the buildings, for these should receive as much sunshine as possible.

There are two fundamental sanitary needs in the South, and these must be met if the South ever measures up to the height its possibilities everywhere suggest. It must have pure drinking water in all country and city homes, and it must have real sanitary toilets. There are many other needs to be sure, but if these two pleading needs could be met, typhoid fever, hookworm, and "summer complaint," that deadly malady of infants, would rapidly diminish and in time practically cease.

DRINKING WATER

The problem of getting pure drinking water at country schools is a very difficult one (on account of the fact that for a number of months school is not in session and stagnant wells soon become contaminated), unless water is supplied from deep driven wells and furnished with good pumps. In the main I found that water was carried from some neighbor's well, or was taken from some more or less questionable spring in the vicinity of the school. Very few of the Rosenwald schools were furnished with wells and fewer of these would pass as ordinarily sanitary. If wells are dug

on the school premises they should be walled with large sewer tile, bell up, and carefully cemented together. These tile should be extended at least a foot above the level of the surrounding surface, carefully banked up with gravel well tamped, and then covered with a re-enforced concrete slab leaving a hole just large enough to take the pump. This should then be braced carefully, and all openings closed with boards or stone so that no water from the pump spout could dribble back into the well.

A deep driven well is far better and in many places cheaper to install. It should, of course, be understood that wells should be located at a safe distance from all toilet seepage or drainage, and if possible on higher ground so that infected drainage should be away from the well rather than toward it.

When wells are not practicable or possible on school lots, and water is to be carried from some other source, such as a spring or a neighboring well, some decent and sanitary container with a faucet should be supplied, or better still, one with a bubbling cup attached. These are on the market and should be included in the allowance for furniture.

It is well worth while to teach all people this fundamental sanitation, and the schools furnish the best place to begin. The colored people should learn in every possible way that good sanitary habits pay.

DESKS

After studying the home made desks outlined and described on page 15 of the Tuskegee bulletin mentioned, I am inclined to doubt the wisdom of encouraging the continuation of this style of desks. They are not very comfortable, are rather difficult to construct properly and are not made in sufficient sizes to accommodate all the children properly. I found a commendable tendency among the County Superintendents to supply the better buildings for the Negroes with patent desks, and without exception I found that when these were furnished the teachers and the children took great pride in keeping them clean and in good

repair. It is often possible to get good second hand desks at a reasonable price and these, if cleaned, and refinished by the pupils under the direction of the teachers, will have a splendid general influence on the whole school.

I recommend that you put more emphasis upon the value of good desks and that as soon as possible you should include in the agreement a statement calling for patent desks.

BLACKBOARDS

The blackboards in the Rosenwald schools are insufficient as to the amount needed, and mostly of poor quality. Many of them consist merely of a painted portion of the ceiling walls and of course are rough, while the coloring is poor. (See illustration, p. 51).

The rest are made of various kinds of compositions, special cloth, or hyloplate, and are rarely properly set or fastened, consequently not easily and freely used. I saw no building, with the possible exception of one or two, where sufficient blackboard surface was afforded. I earnestly recommend to State Agents, and all who have to do with the planning and construction of these buildings, that they strive with all diligence to increase the blackboard surface, to demand a better type of material, to set them more securely and evenly, and to set them at the proper height for the children concerned. It is really sinful to place blackboards between windows, and expect children to look at them from their desks. The best place for blackboards is opposite the light windows, and on the walls of the two ends of the room provided the room has unilateral lighting. In the rooms set apart for primary grades the board should be set approximately 27 inches above the floor, for the middle grades 32 inches, for the highest grades 36 inches. It should be approximately $3\frac{1}{2}$ feet wide. Chalk troughs and erasers should be found in every school, and the children taught to take pride in their work at the board and taught to clean it daily. Unless blackboards are made of slate they should never be washed. They can be kept clean with erasers and cloths if the writing is not allowed to



GOOD AND NEAT WORK CANNOT BE DONE ON THESE
BLACKBOARDS.

remain too long. A good blackboard properly used is a democratizing agency of great importance. It gives a chance for children to measure themselves by the standards others set.

STOVES AND HEATERS

In the main small cheap stoves are in general use, and many of these I found with one or more legs gone, with doors broken, and the floors below unprotected so that it is a wonder more of the buildings have not been burned than I learned of. Those stoves without a full complement of legs were usually propped up with bricks and were unsteady, especially if the joists below had been left improperly bridged. Many of them were set too far from the flue so that long pipes were necessary and even two elbows were not infrequently used. As soon as possible some form of jacketed stove should be specified, and protection to the floors should be demanded at once for safety. Supervisors should see to it that all stoves should be kept in repair, that they should be set at the proper places, the pipes be kept in good condition and that all should be cleaned and regularly polished to prevent rust. The stoves now in use do not heat the class rooms evenly, and unless they are jacketed, it is useless to expect them to do so. What I have said about the conditions of the heating stoves applies also, so far as their general conditions are concerned, to the small ranges found for cooking purposes. These are generally rusty, in bad repair, and the floors beneath unprotected. These conditions can be corrected at slight expense and should not be allowed to exist longer. All stoves should be cleaned and polished at the close of school so as to prevent rust from attacking them during vacation.

One of the big problems in the education of the colored people, and for that matter all country people in the South, is that of teaching them to keep things "fixed up" at home. Permit me to say here by the way of parenthesis that during my investigation I had a number of opportunities to impress these needs upon teachers and pupils, and that they responded by organizing "Fixing-up-things-at-home Clubs." If this habit were started at school and made to

function in the homes, the dilapidated looks of many of their homes would in time disappear and slowly but surely better standards of home care and home keeping would develop.

FLUES

No part of a building demands more thorough and careful construction than the flues or chimneys. It is a flagrant piece of folly to go to the trouble of building an expensive school, or dwelling and fail to take every necessary precaution against fire hazards. I found most of the flues badly placed, stintingly constructed, and really more or less dangerous. As an illustration may I cite one building of several rooms almost completed when I visited it, and no provision or plans at all had been made for a flue. When attention was called to this oversight the officer in charge of the construction frankly stated that he had "forgotten all about the chimney." The roof was on, the floors laid, and no place set apart for it.

The custom of running flues up from the ground on the outside of a building is bad, for since they emerge through the roof near the eaves, they must be extended high into the air in order to lift their tops above the highest point of the roof for proper draught. During storms, because such flues cannot easily be braced, and by reason of the fact that they are not heavy enough to give them much strength, they are likely to be broken and to crash through the roof. Plan No. 11 elsewhere referred to is designed to perpetuate this fault. May I ask you at this point to refer to the drawings Nos. A and A1, pages 71 and 72, showing modified floor plans for this building, and especially note the better and safer position of the flue. You will see that it is to be a double flue and will accommodate both the heater and the range. In this plan one flue takes the place of two, occupies a safer position and will greatly add to the appearance of the building. All flues should rest on good solid footing in the ground, should be lined with earthen tiles, constructed with good cement mortar, under careful supervision, and the top bricks should be set in the best mor-

tar possible. The openings to receive the stove pipes should be carefully made so that no opportunity for sparks to emerge would be offered.

The general custom in Rosenwald schools of building a ventilating shaft in these flues and opening them near the floors in class rooms, is to my way of thinking a waste of money. These ventilators are of little value even in the coldest weather and of no value at all in mild or warm weather. The theory upon which this construction was based, was that foul air is heavier than fresh air and will therefore settle to the floor and consequently there ought to be some opening here to let it out, but this has been disproved. Cold air is heavier than warm air, and in cold weather, as it is always several degrees warmer above the heads of the children than it is at level of the floor, especially with single floors and buildings without underpinning, the notion that this heavier air would be forced up through this shaft to any appreciable degree, by reason of the heat escaping from the stove pipe is largely erroneous. I therefore recommend that this practice be abandoned, and instead the flues be made safer, be better placed, and lined with proper earthen tiles.

KEEPING BUILDINGS AND GROUNDS IN ORDER

I earnestly recommend that more attention be given to the care of buildings and grounds than is given at present. I have referred elsewhere to the great importance of establishing habits of neatness and tidiness, and the willingness to keep things fixed up. One of the most depressing things one sees at country homes is the lack of good standards of neatness outside the house as well as in it. The Negro farmer is especially liable to be lax in this respect, and unless the schools begin this work, and then connect it up with the homes, a great opportunity for help will be lost. To be sure I saw the Rosenwald buildings for the most part when school was not in session, and perhaps saw them at their worst. But such care as I am urging ought to carry over into vacations and the school premises be kept clean all the year. I did see however several buildings with schools in session,

and untidiness and lack of upkeep were all too common. It would greatly increase the respect of all people for the schoolhouse, the shrine of democracy, if it were kept in good repair and the grounds kept clean and in order. More emphasis is needed here.

ACKNOWLEDGMENTS

1. I wish to thank Mr. Rosenwald for the privilege of attempting to be of some service to him, in the splendid and wise benevolence he has extended to the colored people of the South. I deem it a high honor to have co-operated in this slight way with him in his commendable work.

2. I am painfully conscious that the time at my disposal in making the investigation of the Rosenwald schools, and my lack of wisdom have both combined to make this report less complete than it might have been. I have done my best, and sincerely hope it will be of some service.

3. I wish to commend the splendid co-operation received from all the State Departments of Education, and especially from your agents, the several State Supervisors of Negro Schools. Without their willing aid, it would have been impossible for me to do even what was done in the limited time at my disposal. I truly regret that I was unable to get into all States, and to see so few schools in any State. But I trust you will realize how much time it takes to get to such schools and to remain long enough in any community to fully understand and appreciate its needs and desires.

4. Permit me to express my hearty appreciation of the co-operation and courteous help received from Principal Moton, and Professor Calloway of the Tuskegee Institute. I found them ready at all times to further my work by putting at my disposal all information and materials at hand.

5. I cannot resist the desire to express my unbounded enthusiasm for the wisdom shown by Mr. Rosenwald in undertaking this school building work. Everywhere I went, I could feel the unifying spirit his benevolence has kindled and see tangible results not only for the direct good of the colored people, but for a wiser and larger understanding

between them and the white people. It was a real revelation to me to see how much this quiet and tolerant but fundamental educational influence is accomplishing for the good of all concerned. No one who has not had the opportunity to sense the value of this work by such a general direct contact with the people of the whole South as I have had can really understand its large and lasting significance.

Respectfully submitted,
F. B. DRESSLAR.



UP ON STILTS.



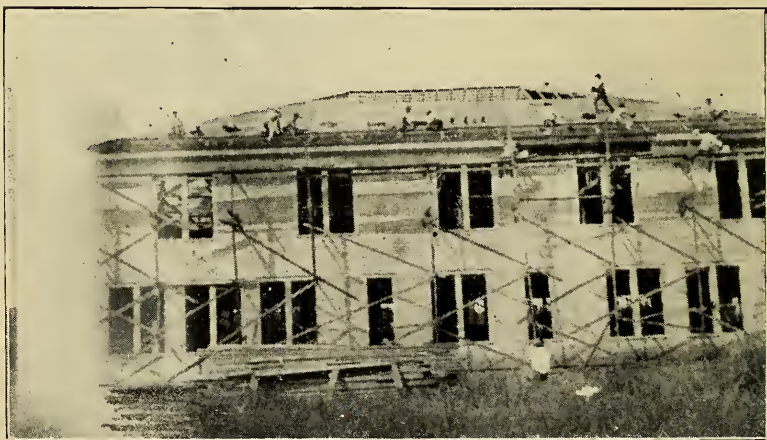
MORE STILTS

See how the pillars are beginning to settle unevenly and skew. Note how easily this ground, if it had to be selected, could have been leveled off and the house brought down to the earth. I fear the educational work done here will not reach the ground.



SPRING HILL SCHOOL, SHELBY CO., TENN.

1. Up on "stilts," with single floors.
2. No sign of a toilet of any sort.
3. This place could be made attractive, but somebody with ideals must start the work. This building (and its environment) does not suggest a new sort of education.

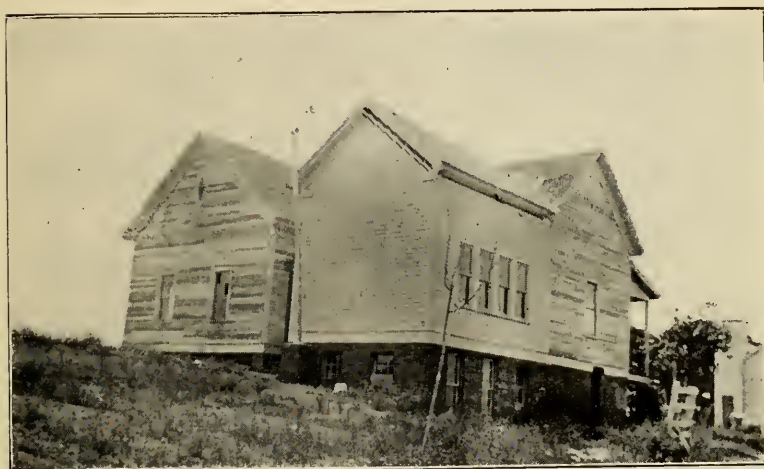


NEW ROSENWALD TRAINING SCHOOL. CHAMBERS
CO., ALABAMA.

1. Assembly on second floor, should have been on first.
2. Windows not properly placed.
3. Excellent location. The plan should have been more thoroughly studied.

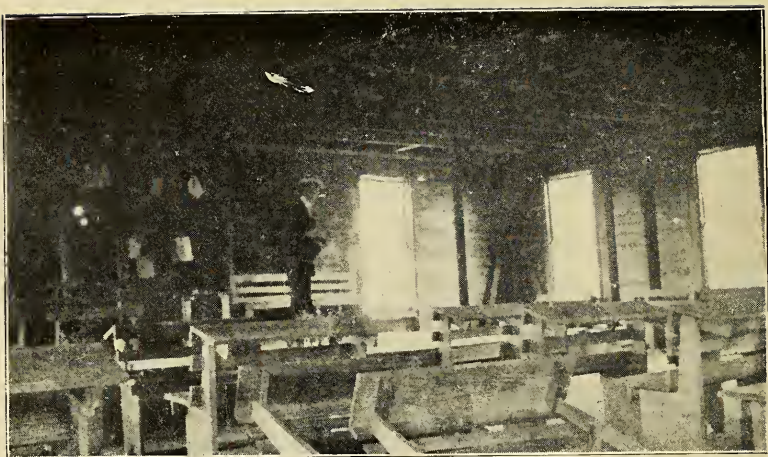


1. Old building voluntarily abandoned by many of the children for a new Rosenwald building in a neighboring district.



GRANTVILLE SCHOOL, COWETA CO., GEORGIA.

1. See how much lumber was worse than wasted in the Rosenwald addition to this building. Nearly one-third of the lumber used could have been saved by bringing the whole roof down five feet, and lifting the windows eighteen inches. The industrial room in the basement will not be very satisfactory. All kitchen utensils will rust, especially in the summer time. There was a fine spirit in this community between white and colored people. In one of the rooms a good piano was found, the gift of a white woman.



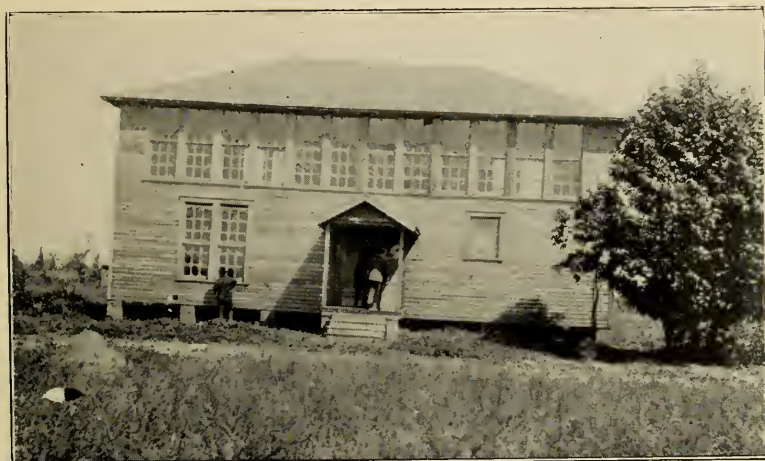
RUSSELL INDUSTRIAL SCHOOL, LOWNDES CO., ALABAMA.

1. A view of unfinished assembly room, second floor. No ceiling on the walls. Note the knot holes through the thin weather boarding.
2. Room left in a mussy dirty condition from previous term.
3. Nothing attractive, or thoroughly thought out in the plan used.



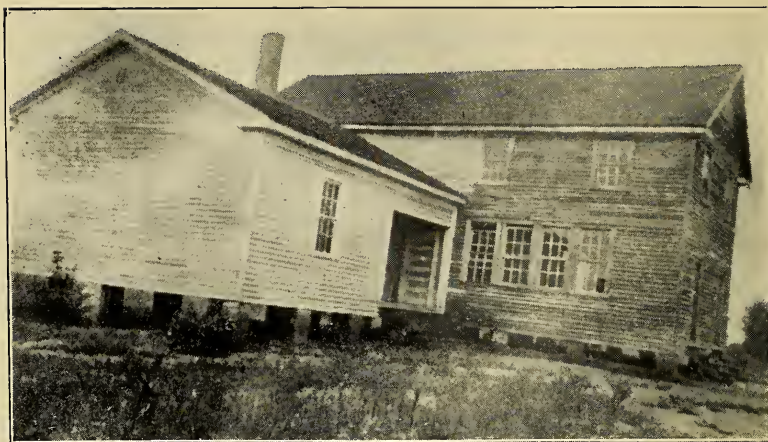
FLOURNOY BUILDING, CADDO PARISH, LOUISIANA.

1. An attractive, well constructed building, but either the teachers or the children, more probably both, will suffer every day because of useless windows on adjacent sides. Someone will have to face the light, or else the windows will have to be covered up. If the latter, why put them in?



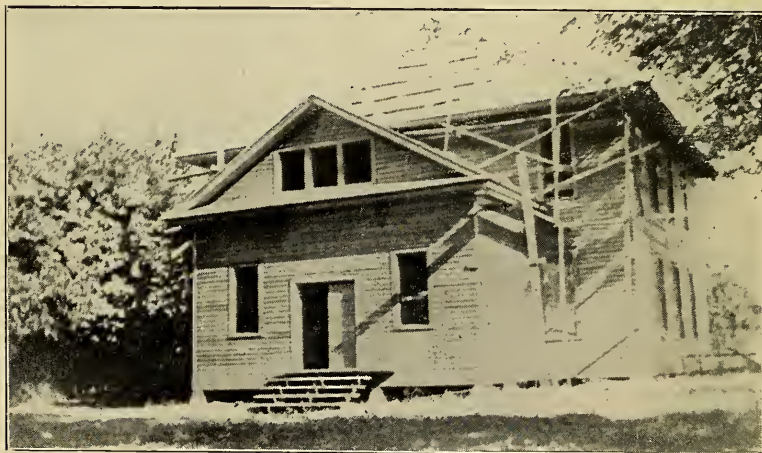
ROCKLAND SCHOOL, MECKLENBURG CO., N. C.

1. Auditorium up stairs; it should have been on first floor. See upper picture for height of auditorium ceiling and how low the windows are.
2. Note the low wet ground in front of house. Unless this is thoroughly underdrained it will be a mud puddle a good part of every year. The whole building was badly planned and placed.



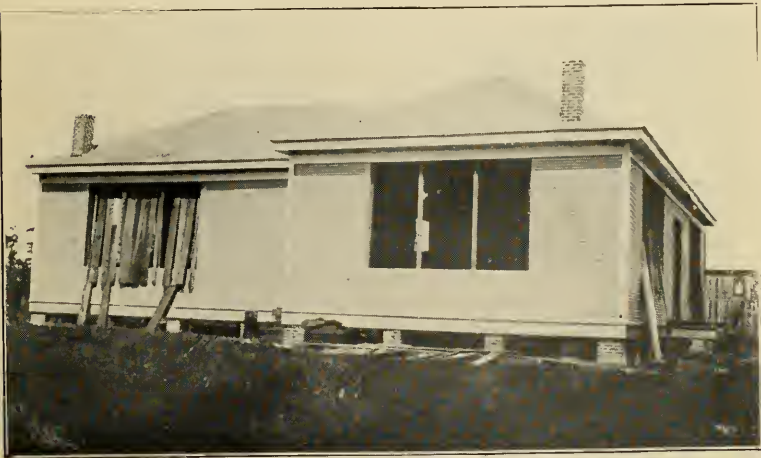
FORT DEPOSIT, ALABAMA.

1. Rosenwald School (The Newer Addition) received in an unfinished condition.
2. Set too high above the ground, on small pillars; single floors; if one building is properly orientated the other is bound to be wrong.
3. Building and grounds in poor condition; toilets awful.



DURHAMVILLE, LAUDERDALE CO., TENNESSEE

1. A faulty two-story plan. Evidently very little careful thought had been given to planning. Even the chimney or flues had not been thought of, and as you see the building was nearing completion. This building cannot prove satisfactory.



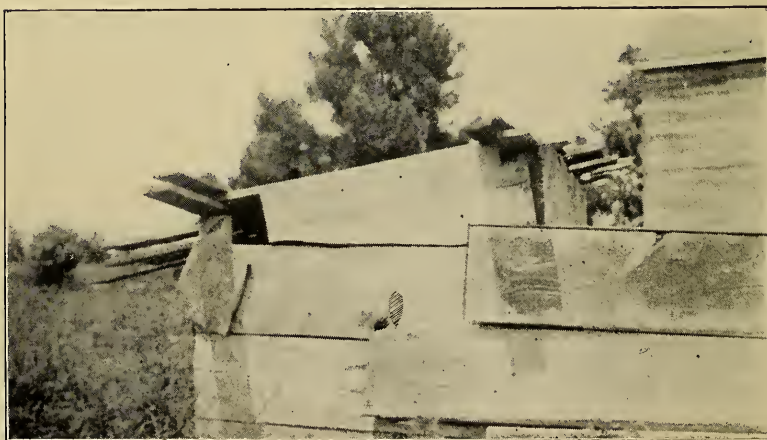
RAGLEY SCHOOL (Old and New) BEAUREGARD PARISH,
LOUISIANA.

1. Why should the new continue bad lighting?

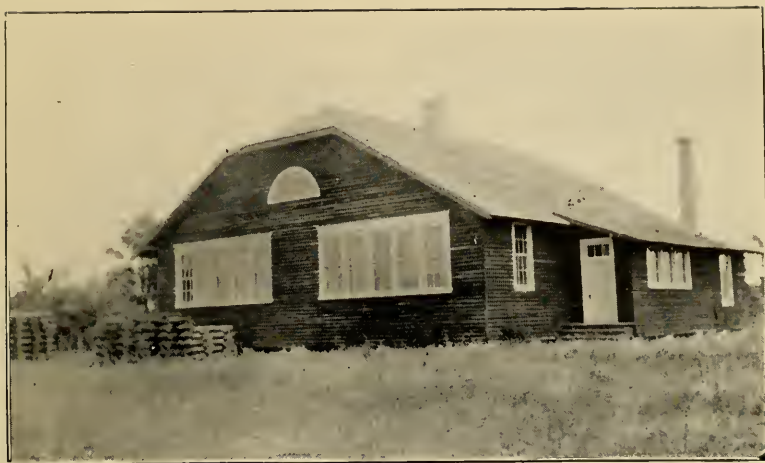


ROSENWALD SCHOOL, EAST BATON ROUGE PARISH,
LOUISIANA.

1. First day of school. "Brooms" made of iron weed tops were being used in a commendable way to sweep the school lot.
2. Building used two seasons, with very poor desks, but new "patent" desks were expected today.
3. School lot adjoins a church. The latter in bad repair. The school should set the example of keeping grounds and building in better condition.



COULD THIS BE A "SANITARY" TOILET?



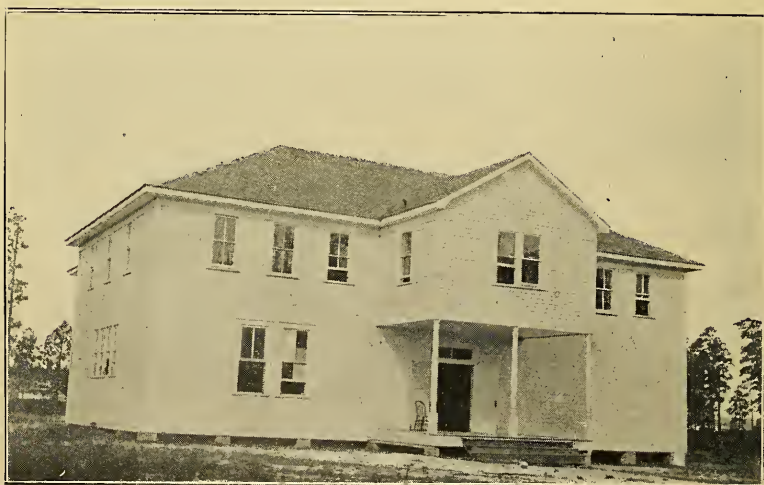
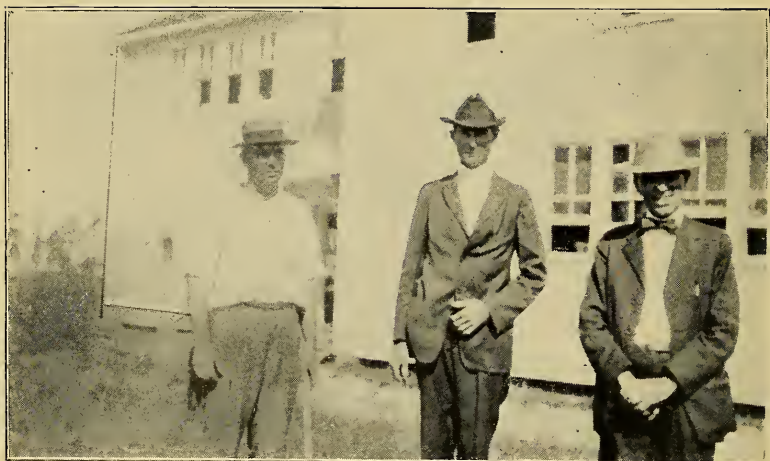
McKOWEN CONSOLIDATED SCHOOL, EAST FELICIANA
PARISH, LA.

1. This is a good building, but if additions are needed where can you place them?
2. Note the tall dangerous flue to the right. A heavy wind storm may send this crashing through the roof; it should have been set to come out higher up on the roof.
3. Note the posts to the left for a new fence. There is a good spirit here.



CANADAVILLE SCHOOL, FAYETTE CO., TENN.

1. This is a two-teacher building with two industrial rooms, two cloak rooms and a teacher's room with library.
2. In the center of a prosperous Negro settlement, where the land is owned by the colored people, and all are deeply interested in the education of their children.
3. It will be difficult to make suitable additions to this building and this is a growing community.
4. Workmanship on this building above the average, but the fenestration is faulty and the sash too light.



DE RIDDER SCHOOL, BEAUREGARD PARISH, LOUISIANA.

1. Rosenwald addition in the rear (top picture) copies bad fenestration of the older part. Why?

ADDENDA

The rather crude drawings of floor plans, I am herewith attaching to this report, were made simply as illustrative of some types of buildings which I thought might be of some help to those who are furthering this work. I have not attempted to show any elevations, but I believe most if not all of them can be, with some slight changes perhaps, worked up into pleasing and practicable buildings. I especially call your attention to the important fact that two floor plans for each type of building have been presented. I have done this in order to emphasize this general lack in all plans heretofore presented by either the State Departments of Education, or by blue prints sent out from Tuskegee.

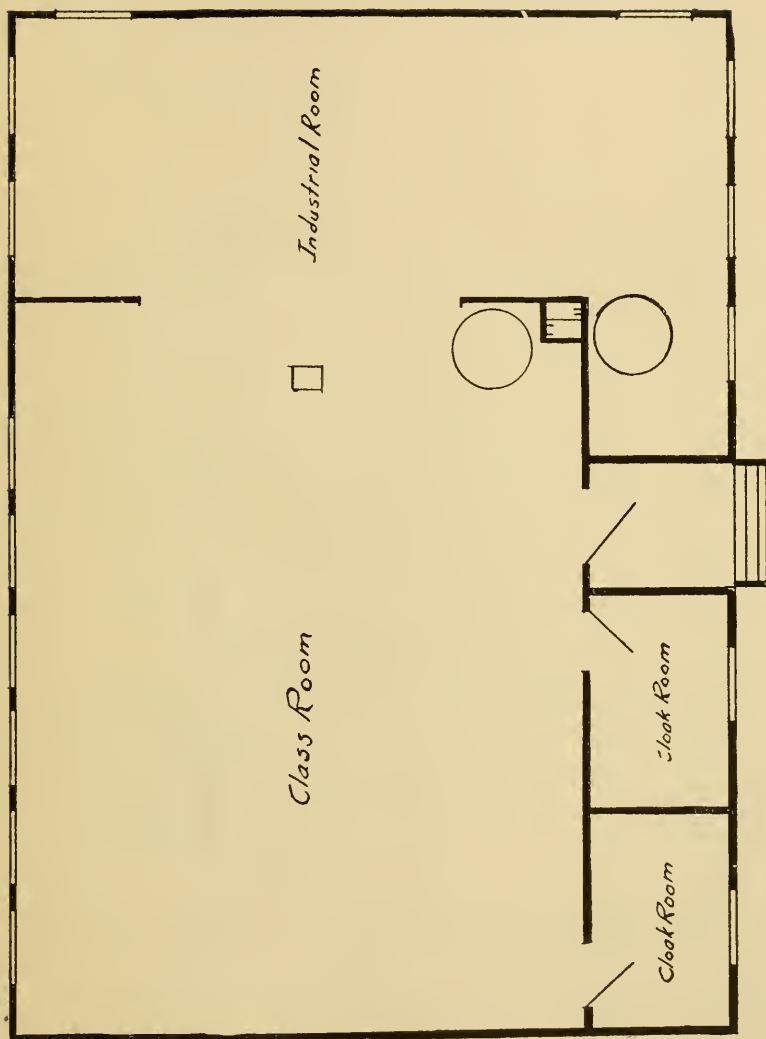
I am attaching to each drawing sufficient explanatory and descriptive statements to aid in understanding them and, I hope, to see some significant values.

EXPLANATORY OF PLAN A.

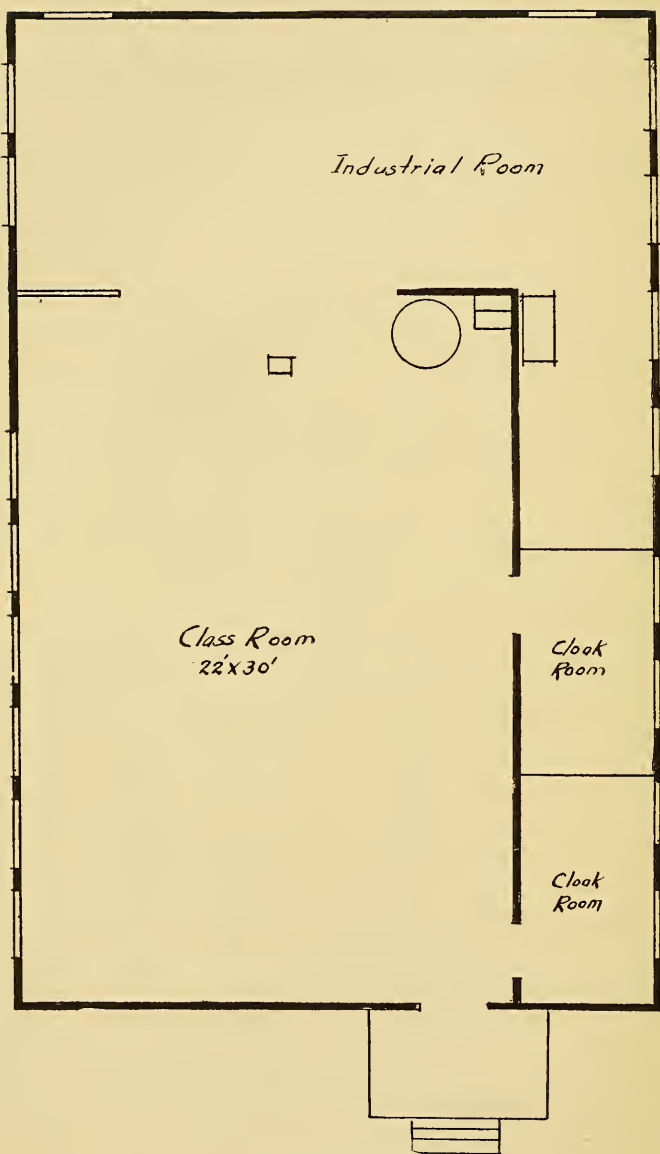
1. This is a modification of Plan 11, shown in the Tuskegee Bulletin.
2. It is designed to front either east or west but in no other direction.
3. I have made the floor of the industrial room level with the class room floor. If a platform is needed for entertainments it can be made by using three low horses with boards across them.
4. There are to be no folding doors so that the teachers can supervise both rooms. During entertainments a curtain can be strung on a wire if needed.
5. There is only one flue (double) and better set than in Plan 11.
6. Windows in front of the class room, inside of industrial room, have all been eliminated save two. This gives room for black-board and prevents the children or audience from facing a glaring light.
7. The building should be finished with gabled roof for additions on either end without damage or loss of proper lighting.
8. Finish with gabled roof, low pitch.

EXPLANATORY OF PLAN A-1.

1. This building is to front north or south only.
2. It is another modification of Plan 11, Tuskegee Bulletin.
3. Industrial room on same level as class room.
4. Finish with a gabled roof, low pitch.
5. Other suggestions same as Plan A.



PLAN A.



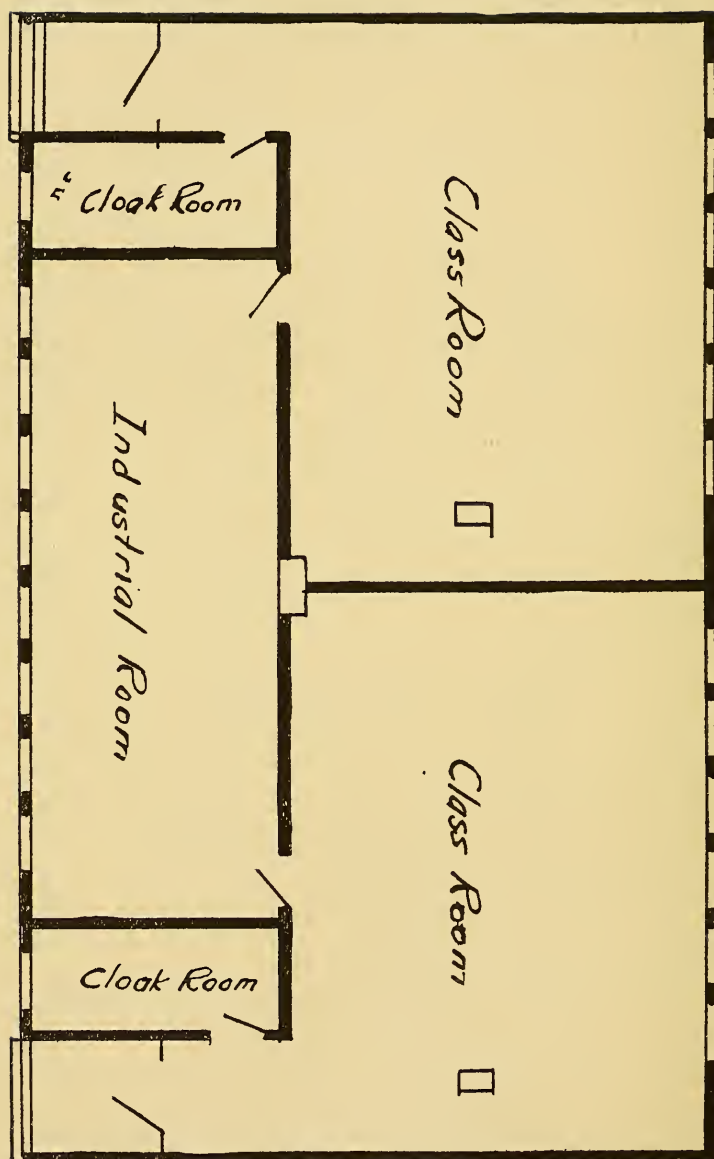
PLAN A-1.

EXPLANATORY OF PLAN B.

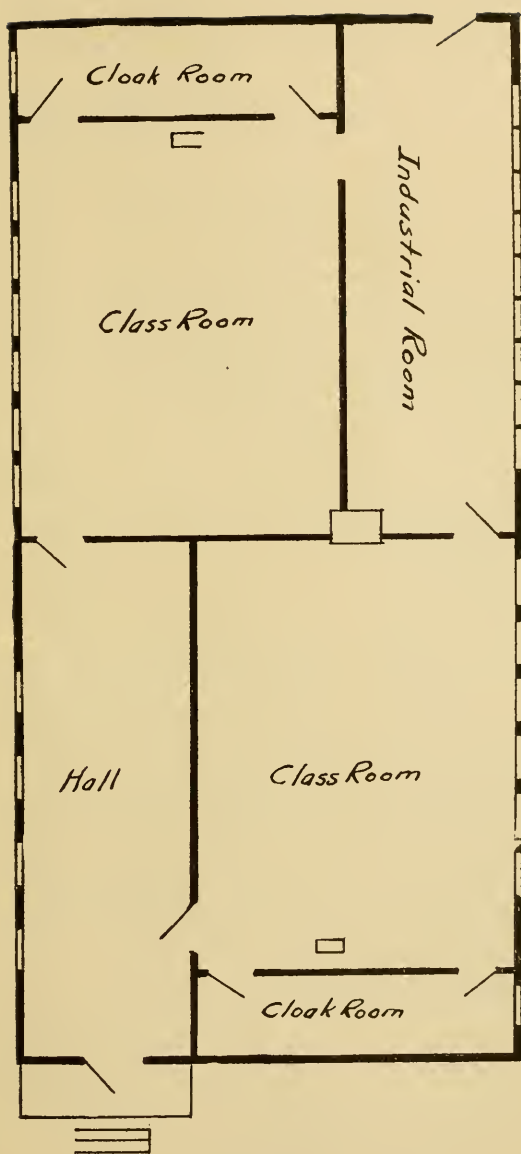
1. This is a very economical plan for a two-teacher building with an industrial room.
2. It must front either east or west. It would be bad if set to front a road running east or west.
3. Finish with a gabled roof, low pitch.
4. One large flue will serve all rooms, and is well placed.
5. Additions can be made at either end, or from corners.
6. I have built many like this. They give excellent satisfaction.

EXPLANATORY OF PLAN B-1.

1. This building is designed to front either north or south, but in no other direction.
2. One large flue well placed will serve three rooms.
3. Finish with gabled roofs, low pitch.
4. All other points seem obvious.



PLAN B.



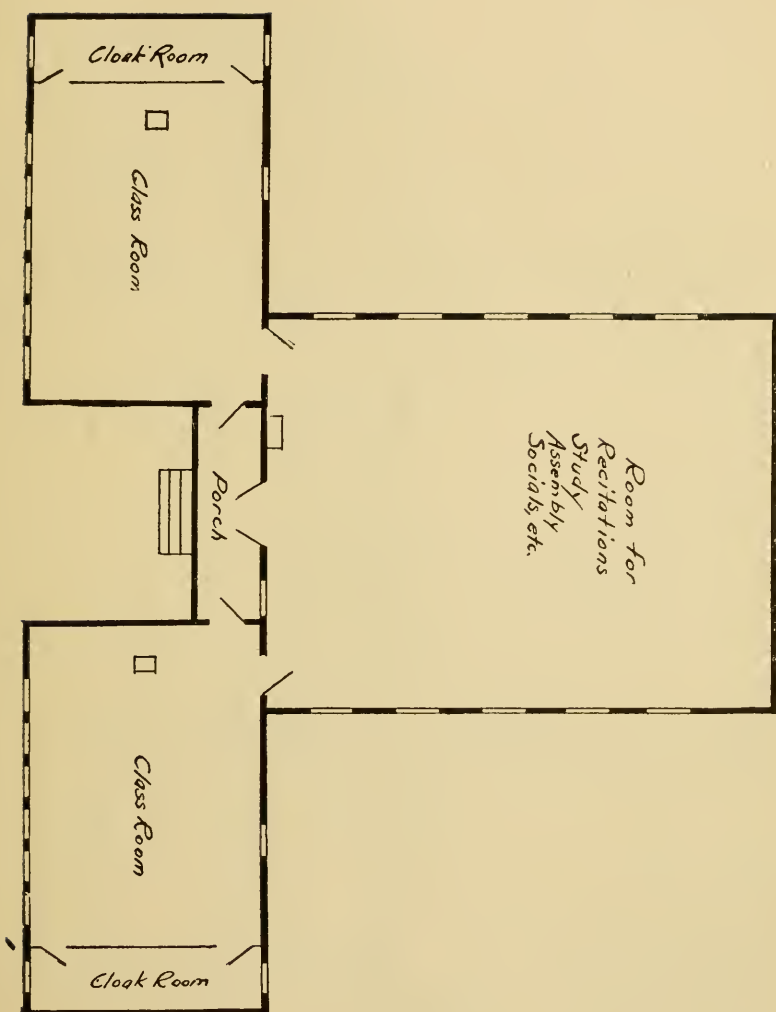
PLAN B-1.

EXPLANATORY OF PLAN C.

1. Designed to front either east or west but in no other direction.
2. The left side of the assembly room can be used for classes if so desired and one of the class rooms used as an industrial room.
3. Designed for a central heating plant. See flue.
4. Can be enlarged indefinitely without waste or improper lighting.
5. Finished with gabled roofs, low pitch.
6. Other points seem obvious.

EXPLANATORY OF PLAN C.1.

1. This building must face either north or south, but in no other direction.
2. "Office and Library" may be made larger by narrowing porches and thus make an industrial room.
3. This building lends itself to easy enlargements without destruction of any part, and without improper lighting.
4. Finish with gabled roofs, low pitch.
5. Other points seem obvious.



PLAN C.



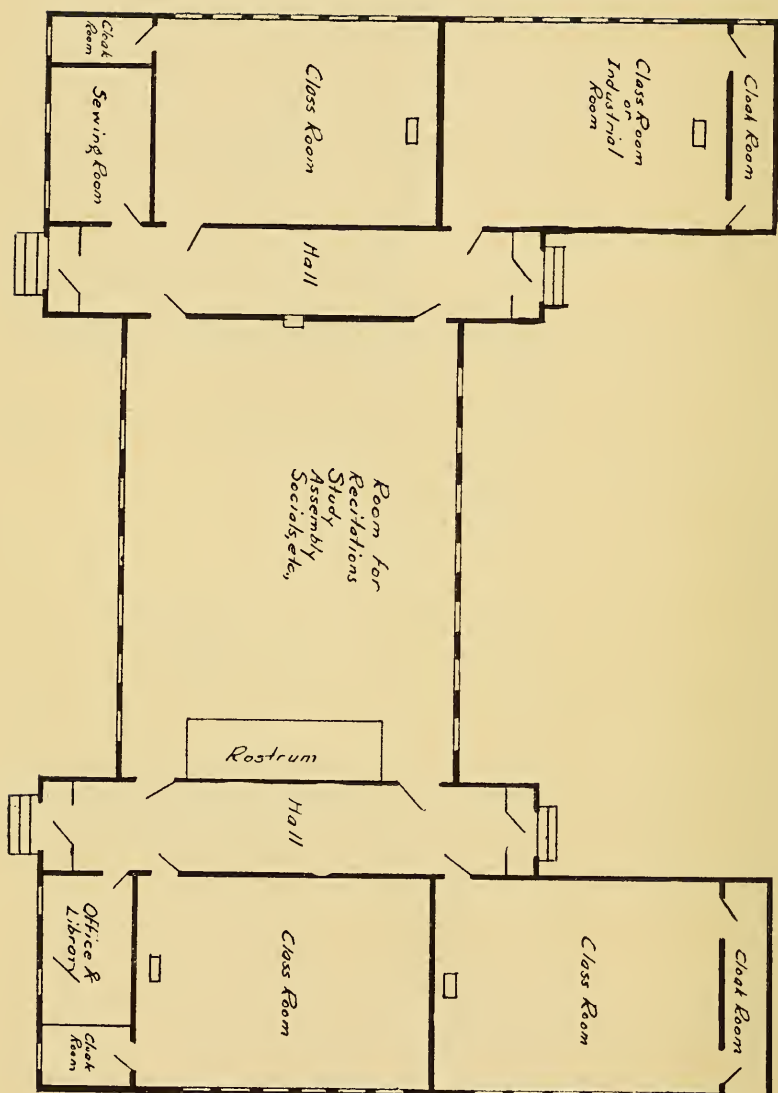
PLAN C-1.

EXPLANATORY OF PLAN D.

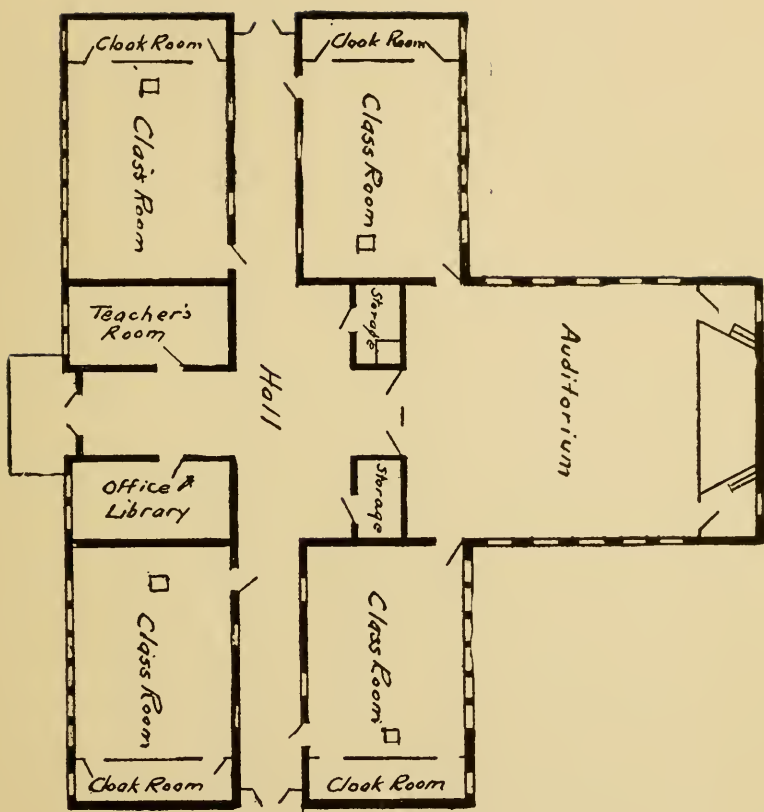
1. This building must face either north or south, and in no other direction.
2. It is a good design for a Training School, or consolidated school.
3. It can be enlarged indefinitely without waste, and without losing the proper lighting of each room.
4. Finish with gabled roof, low pitch.
5. It is designed for a central heating plant set in a small basement. (See flue.)
6. All other points seem obvious.

EXPLANATORY OF PLAN D-1.

1. This building is designed to front east or west only.
2. It can be enlarged readily.
3. One class room may be taken as an industrial room.
4. This is a good type for this orientation, and will make a good building for a Training School, or a large consolidated school.
5. Finish with gabled roofs, low pitch.
6. All other points seem obvious.

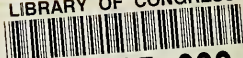


PLAN D.



PLAN D-1.

LIBRARY OF CONGRESS



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